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ABSTRACT

These units of study provide the basis for a semester long independent course of study in United States history for high school students. The major theme of the 16 units is technological and social change and how people throughout history have reacted to it. Students read, take a mastery test, and review results with the instructor. Extra credit is possible through projects. The sixteen units treat the growth of industry, the farmer and worker, progressivism, foreign policy, the twenties, the depression, the New Deal, World War II, the frontier, agriculture, conservation, big business, business cycles, foreign trade development of unions and labor legislation. An overview, student assignments in the form of textbook readings, and study questions are provided for each unit. A bibliography of textbooks which students must use for the course is provided. No specific project ideas are presented. Mastery tests, which comprise approximately 75 percent of this document, are provided for each unit. (Author/RM)

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CHANGE

John E. Bailey III

SP 009 746

NOVA UNIVERSITY
Fort Lauderdale, Florida
March 1976

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TABLE OF CONTENTS

Introduction

After Reconstruction: A Rise to World Power

- Unit 1 - The Growth of Industry
- Unit 2 - The Farmer and Worker
- Unit 3 - Progressivism
- Unit 4 - Foreign Policy
- Unit 5 - The Twenties
- Unit 6 - The Depression
- Unit 7 - The New Deal
- Unit 8 - World War II

Issues in Growth

- Unit 9 - The Frontier
- Unit 10 - Agriculture
- Unit 11 - Conservation
- Unit 12 - Big Business
- Unit 13 - Business Cycles
- Unit 14 - Foreign Trade
- Unit 15 - Development of Unions
- Unit 16 - Labor Legislation

Appendices

- 1 - Grading Policy (not included)
- 2 - Projects

THE UNITED STATES CHANGES FROM AN AGRICULTURAL TO AN INDUSTRIAL SOCIETY

OVERVIEW- "Future Shock" Alvin Toffler's words were a hundred years in the future when this period started, but the people were experiencing it nonetheless. The tempo of change and growth that had been America since its earliest colonial days grew more rapid. For the farmer, the worker, the industrialist and the merchant there were new opportunities but new problems as well. The question was how to react to change? For most change was beneficial. For some change brought difficult times. For all, change required adaptation. For people of today the challenges and responses of those people can provide a guide for living and acting.

The process of change has neither slowed nor stopped. It has accelerated. Technological and social change continue. These changes have impact on the values by which we live. The changing relationships between each individual and the rest of the world can have an important effect on how he or she views the world and him or herself. One way to remain afloat in a sea of change is to understand the change process. This section deals with the changes that have occurred in our society over the last one hundred years. It covers the frontier, agriculture, business, industry, unions, and conservation. Together these different segments of

American society provide a number of different contexts in which the change process can be observed.

The change process is a slippery one. It has a number of points where action or reaction can stop or turn back on itself. Figure 1 illustrates one way of looking at the way people respond to change. The response to change always begins with change itself. That change may be technological, economic, social or political. Depending on who is affected by the change and how serious the effect is, the change may be perceived as a "problem" or not. Generally change will be viewed as a problem when there is a fair number of people who see that change as adversely effecting their interests. The first slippage that often occurs is in the formulation of the problem. Just because people know that they have problems, doesn't mean that they know very accurately why they are having problems. However, how they formulate their problem directly effects what kind of solution they seek. In some cases their attempts to find a solution to their problem may take the form of economic or social action. But the main reaction that is covered here is political action. A wide variety of groups have sought political redress. In any political action process the result may well end up to be very different from the goal that the people started out with. One possibility is simple failure. The people lack the political power to gain the change that they seek. More frequently

FIGURE 1

The Change Process

THE CHANGE - economic, political, social or technological

THE PROBLEM - people respond

THE RESPONSE- economic, social or political action

LEGISLATIVE ACTIONS- (if a political action)

IMPLEMENTATION- executive or courts

RESULTS

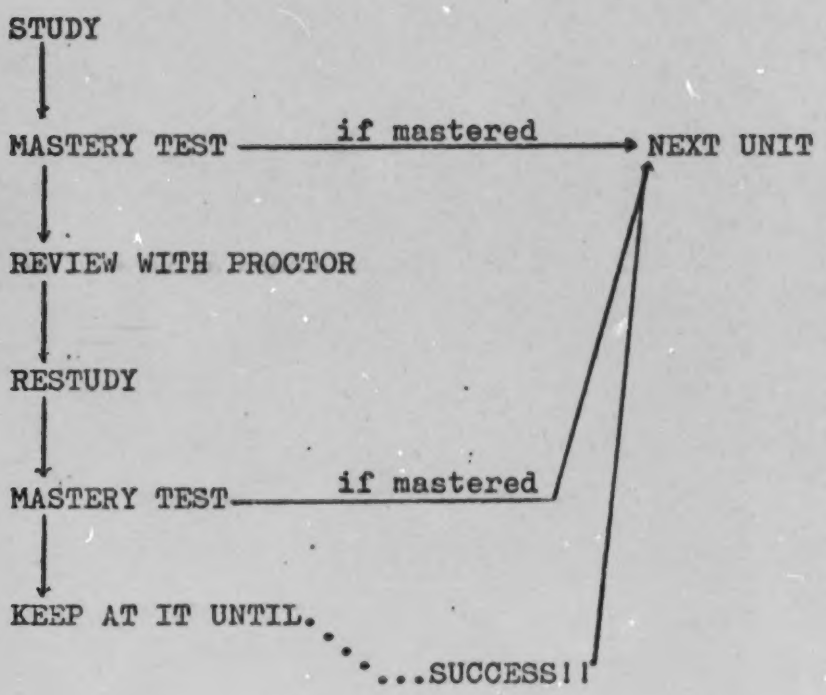
the legislative or governmental action that results from political action has been modified through the political infighting and maneuvering that was required to bring it about. Even if political action brings about the legislation or government action that was sought, the resulting change in society may still not have solved the original problem. Each step along the process has had plenty of room for slippage to occur. All of these culminate in the fact that any legislative or governmental action must be done through the people in government. These people have their own interests, concerns, needs and points of view. How they implement the program provides still another point at which the reaction to change process can go awry.

The material in this section provides a variety of different situations in which people have reacted to change. In many cases this reaction was through the political process. This same process continues and directly effects our lives today. To understand the process, you must have a basic command of the situations that existed. No exploration or discussion of the changes can be sensible without knowing the basic facts of each case. Once you have command of those basic facts, you can begin to look at the process and work toward an understanding for yourself of change.

PROCEDURES- The basic procedure for completing the material in this section is to study, take a Mastery Test, and review the results with a proctor or the instructor. This process is illustrated in Figure 2.

FIGURE 2

The PSI Process



In studying the material for each unit, there is a required assignment which contains all of the factual material that you are responsible for. In addition there are optional assignments and study questions. The optional assignments provide depth to your study. The study questions serve to guide your study. The study questions are the basic ideas over which you will be tested.

Once you have studied enough to feel that you know the material, you can take the Mastery Test. The Mastery Test measures your understanding and knowledge of the material in the unit. The questions are not designed to be particularly hard or tricky. They are designed to see if you know the basic material in the section. Every person in the class will eventually pass each test with 100% accuracy.

After you have completed the Mastery Test, take it to a proctor or the instructor to be reviewed. The proctor will go over each item and discuss with you each one that is wrong or questionable. If you feel that the question is tricky or badly worded, you can discuss it with the proctor. If you can verbally explain the basis of your answer in such a way as to make it clear that you know what you are talking about, then you will be given credit for the question. If you have not mastered the material, there is no penalty. You restudy the material. When you are satisfied that you know it, you can take another Mastery Test over the same material. When you pass the Mastery Test, you go on to the next unit and

TABLE 1

Project Ideas

Preparation of Audio-Visual Materials

Preparation and/or execution of Role-Playing or Dramatic Skits or Exercises

Prepatation of Cartoons

Preparation of Charts Displaying Statistical Data

Preparation of Maps

Developing Simulations of Historical Situations

Developing Structured Discussion Topics

the process begins again.

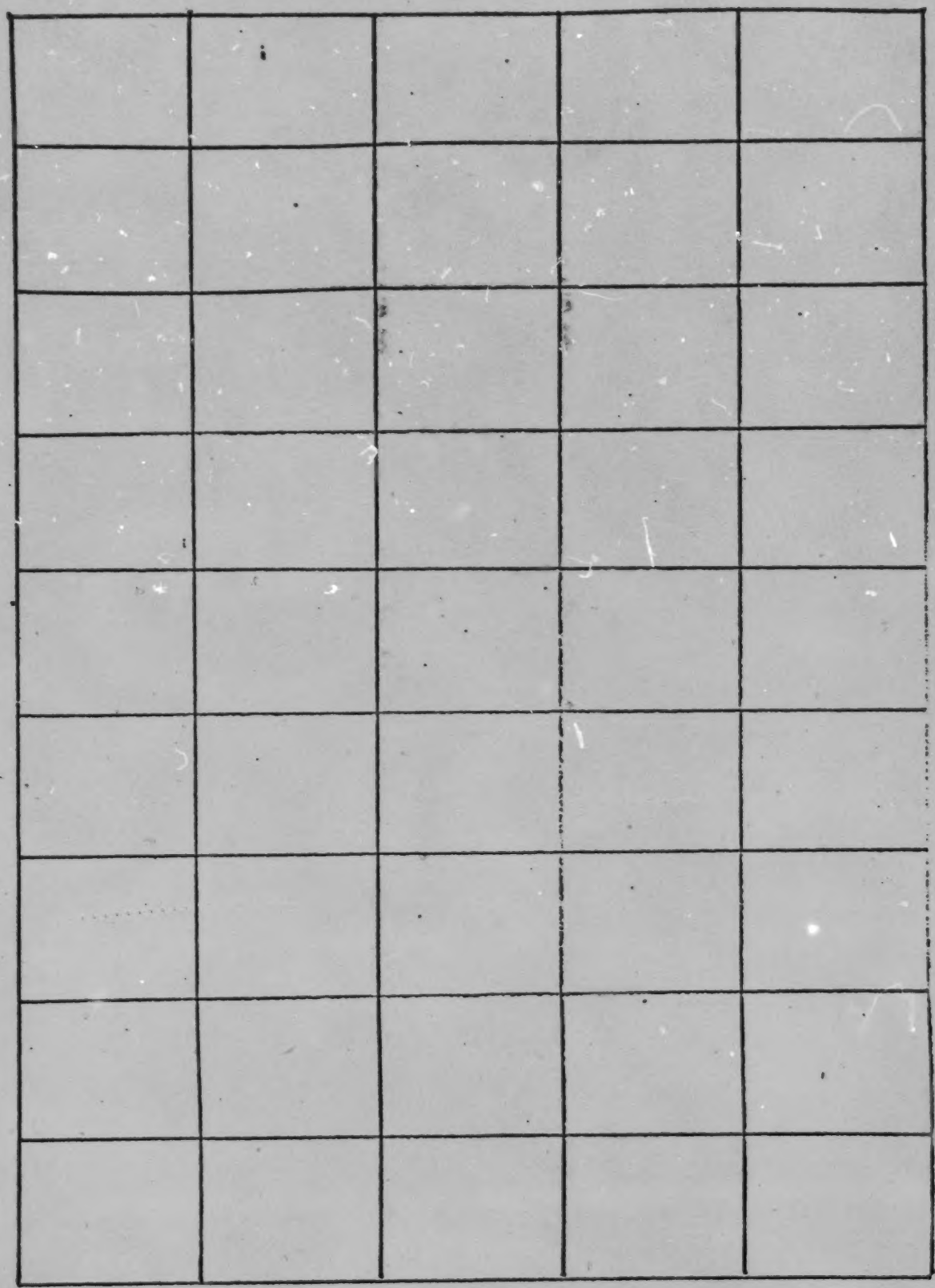
Another way to gain credit points is through projects. Projects provide a way for you to expand your understanding or to look into something that is of particular interest to you. In each section of the material there will be particular projects that can be done. Table 1 illustrates the more general type of projects that are possible. You can pick your own subject or area in which to do any of these projects. For any project that you do, the extra credit that you earn will be dependent on the amount of effort that went into the project as well as the quality of the work. Naturally you should see the instructor to secure approval for your idea before you put too much effort into the project.

ASSESSMENT- The assessment of your performance is based on two factors, Mastery Tests and projects. The basic goal is for you to complete all Mastery Tests successfully. This will insure that you have basic knowledge of the material. Extra credit projects have lower priority. The details of the point assignment and grading are contained in Appendix 1.

COURSE CALENDAR- The course calendar gives you a detailed idea as to what will be happening during the quarter. As you can see by looking at it (Figure 3), there are a number of days listed as Test Days. On these days the primary emphasis is on studying for and completing Mastery Tests. There are a number of other activities

Figure 3

Course Calendar



scheduled during the remainder of the days. All of these activities are optional. If you prefer to study this or other material during that time, you are free to do so. However, the proctors and the instructor will probably be busy so don't expect to be able to take a Mastery Test during that period.

THE
GROWTH
OF
INDUSTRY

UNIT 1

THE GROWTH OF INDUSTRY

OVERVIEW- During the last half of the 19th century the pace of American growth and change quickened. The United States completed the major steps in transforming itself from a rural, agricultural society to an urban, industrial one. This change set the stage for the emergence of the United States as a world power and for many of the subsequent triumphs and failures of the 20th century. Many of the questions and issues that surfaced first during the half century of industrial growth still play an important role in the decisions that are made today. At the same time most of the nations of the world have yet to undergo the transformation from rural to urban and agricultural to industrial. An understanding of the American experience can provide valuable clues for understanding the volatile and trying times that are ahead for them. Responding to the industrial revolution is the central question of this century. Understanding how it occurred in the United States is the first step of that response.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 368-372; 382-389.

Optional- A New History of the U.S., pp. 372-382; 479-480.

STUDY QUESTIONS-

1. What are the results of the industrial revolution that can be identified from the statistics in Reading 57?

STUDY QUESTIONS (con't.)-

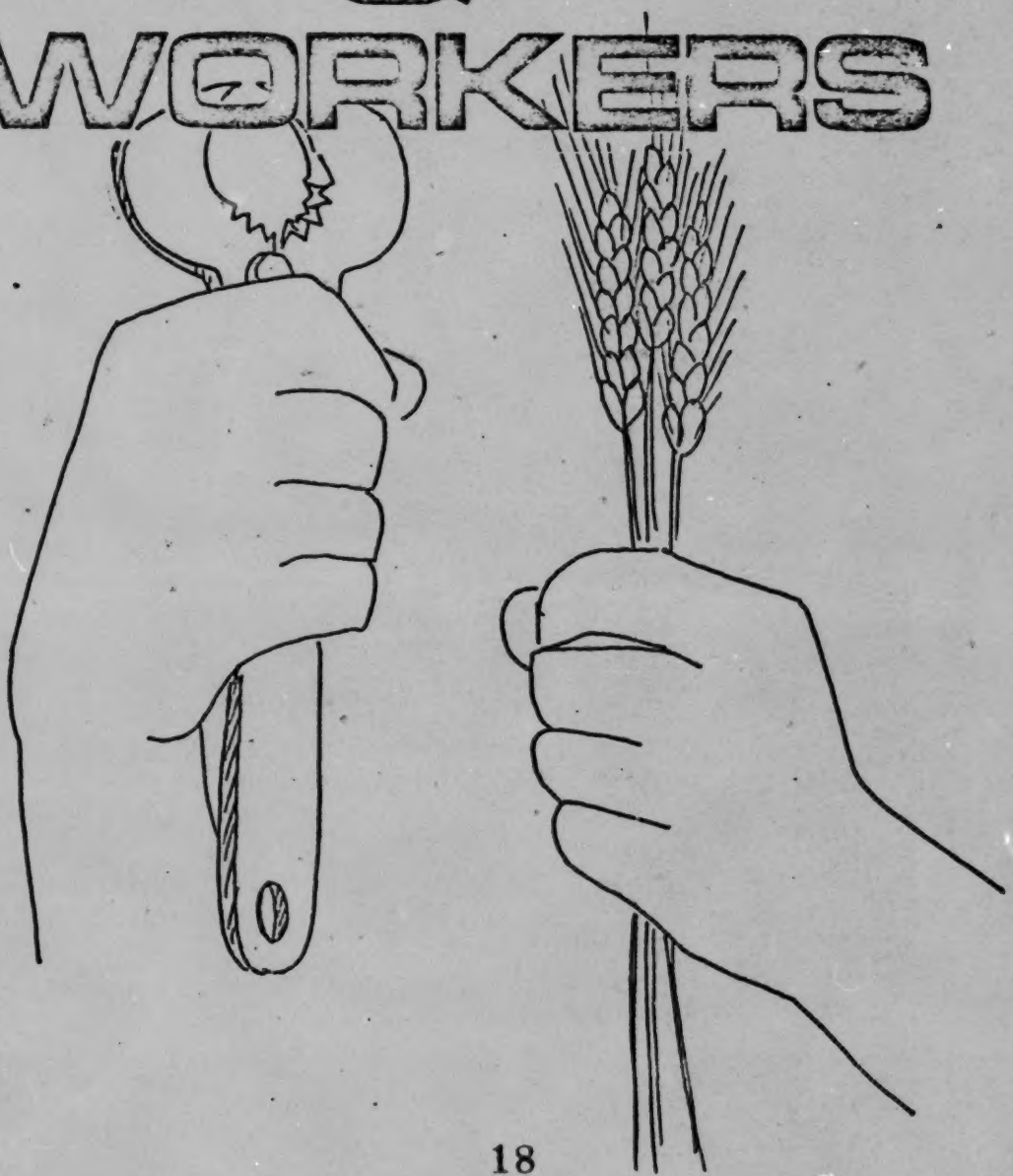
2. What were the segments of the economy that experienced the most rapid growth during the 19th century?

3. What measures did the United States government take to aid the growth of business and industry from the founding of the country?

4. What area of the economy did Andrew Carnegie, John D. Rockefeller and J.P. Morgan function in?

5. What do the words monopoly and capital mean?

FARMERS & WORKERS



UNIT 2

THE FARMER AND WORKER: RESPONSE TO CHANGE

OVERVIEW- The industrial revolution was based on a continuing revolution in agriculture. The ability of farmers to feed more people than their immediate families is the base on which industrial development is built. In turn the industrial revolution produced new machines and techniques that enabled the farmer to make still larger advances. But this change process did not occur without dislocations and problems. It affected both farmer and worker. While the effects were uneven and did not apply to all the people in either group, important segments of both farmers and workers were concerned enough to organize to respond. Some of these efforts focused on situations within their immediate control. Other efforts were designed to gain changes through political action designed to change the laws that set the framework for action. Neither the farmer or the worker had major political victories in the time covered here. But their efforts set the tone for later legislative action. In many ways the attitudes formed during this period carry over to today, especially in the case of the unions.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 395-396; 405-413; 479-487.

Optional- A New History of the U.S., pp. 390-405; 463-478.

STUDY QUESTIONS-

1. What were the major changes that occurred in American agriculture as a result of new technology?

2. What were the complaints that some farmers made during the period 1870-1900?

3. What organizations did the farmer support during the era of farm unrest, 1870-1890?

4. What were the characteristics of the Knights of Labor, International Workers of the World, and the American Federation of Labor?

5. What were the major hindrances to union development prior to World War I?

6. What were the ups and downs of union membership during the period between 1870 and 1930?

7. Who were Samuel Gompers and Eugene Debs?

8. What do these words mean? Collective bargaining, company town, craft union, lockout, black list, and injunction.

PROGRESSIVISM

UNIT 3

PROGRESSIVISM

OVERVIEW- The progressive movement picked up where much of the farmer and worker unrest had left off. The muckrakers exposed a wide variety of problems and abuses. One of central problems that the progressives tried to deal with was the condition of the cities. One of their major stumbling blocks was the system of political bosses and their machine politics. Despite 60 years of attempts to end that system, it still exists in some cities, most notably, Chicago. The progressive movement operated at both the local and the national level. At the national level Presidents Theodore Roosevelt and Woodrow Wilson were its most influential advocates. Roosevelt implemented a number of progressivist ideas during his administrations. He also headed the Progressive Party ticket in the election that put Woodrow Wilson in the White House. Wilson also implemented a number of progressivist ideas. In many ways the reformist bent of the progressives is the basic tact that American legislation has followed in this century. However, the basic problem of government officials following there own interests instead of the public interest was not solved by the progressivists and remains to be solved.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 519-525.
Class Readings: 1) Progressivism and Urban America; 2) The Muckrakers; 3) The Accomplishments of the Roosevelt and Wilson Administrations; and 4) Progressive Party Platform

ASSIGNMENTS (con't.)-

Optional- A New History of the U.S., pp. 514-518; 530-551; 562-565.

STUDY QUESTIONS-

1. What were the problems facing urban America between 1870 and 1920?

2. Who were the muckrakers? What were the primary books, and what subjects did they cover?

3. What were the personal characteristics, training, services and methods of the political bosses? What changes have occurred between the early 20th century and today?

4. What were Theodore Roosevelt's accomplishments in terms of labor strikes, trusts, railroads, public health and conservation?

5. What were the positions of the Progressive Party on regulation of business, conservation, social and industrial justice, tariffs, civil service and military and foreign policy?

6. What were the accomplishments of the Wilson administration in terms of business regulation, tariffs and banking?

WORLD
WAR
I

UNIT 4

FOREIGN POLICY

OVERVIEW- The period around 1890 marks a major turning point in American foreign policy. Prior to that point Americans had focused their interests on their internal concerns. Beyond responses to foreign initiatives that impinged on the interests of the U.S., the American foriegn policy basically consisted of economic and social contacts. The Spanish-American was the first clear break with that policy. Despite a temporary respite after World War I, the U.S. has continued down that road to the triumphs of World War II, the stalemate and frustration of Korea and the tragedy of Vietnam. Vietnam and Watergate have re-opened the debate on the proper role of the United States in world affairs. Try to keep the concerns raised in that debate in mind as you read of the debate that raged 80 years ago about the very same issue.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 567-578; 589-592.
Class Reading: Wilson and American Neutrality.

Optional- A New History of the U.S., pp. 551-556; 578; 582-589.

STUDY QUESTIONS-

1. What were the arguments for and against the U.S. intervening abroad?
2. What were the causes of the war with Spain?
3. What arguments were given in favor of the U.S. annexing Hawaii?

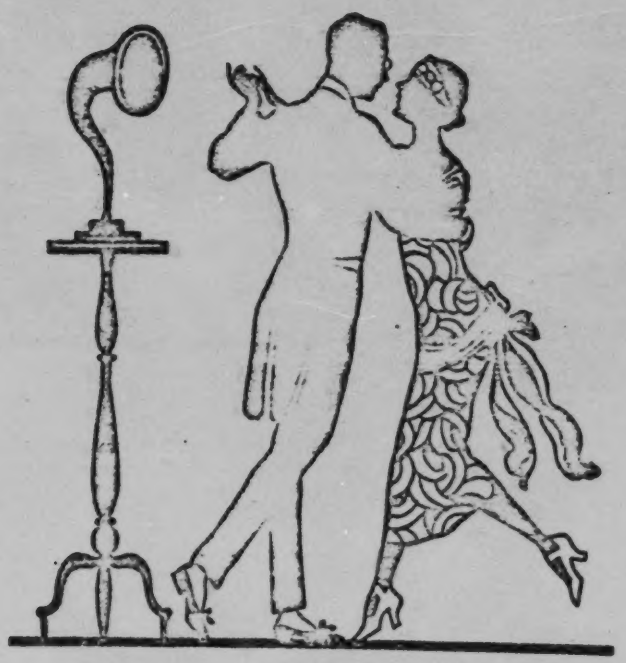
STUDY QUESTIONS (con't.)-

4. What were the causes of World War I?

5. What were the arguments for and against U.S. participation in World War I?

6. What role did the U.S. play in the fighting of World War I?

THE TWENTIES



UNIT 5

THE TWENTIES

OVERVIEW- The decade of the Twenties was a period of considerable technological change. The automobile, movies, and radio all came into wide use during that decade. Industrial development continued at a steady pace. Companies that produced durable goods for consumers, such as the automobile, household appliances and so forth, expanded greatly. There was also great expansion in some basic industries, such as aluminum. The continuing industrial growth and technological change was widely felt and produced considerable social change. The role of the family was substanially altered by the automobile and, to a lesser extent, by the movies and the radio. American and Americans had been changed by the agricultural and industrial revolutions. The process of changing Americans from self-sufficient farmers with little contact outside their immediate neighbors to participants in a complex socio-economic system was essentially complete. In the political sphere there was little change although prohibition brought government and police into much greater contact with the average citizen than had been the rule in the past. Overall the Twenties is most interesting for the information that it provides on the changes that occur in values and behavior as the result of changing technological and social conditions.

ASSIGNMENTS-

Required- A New History of the U.S., pp.594-618.

Optional- Only Yesterday, Chapters 1-11

*STUDY QUESTIONS-

1. What changes occurred during the 1920's in the social norms that governed behavior in the family?

2. What were the effects of the automobile, radio, and movies on the use of leisure time and on traditional values?

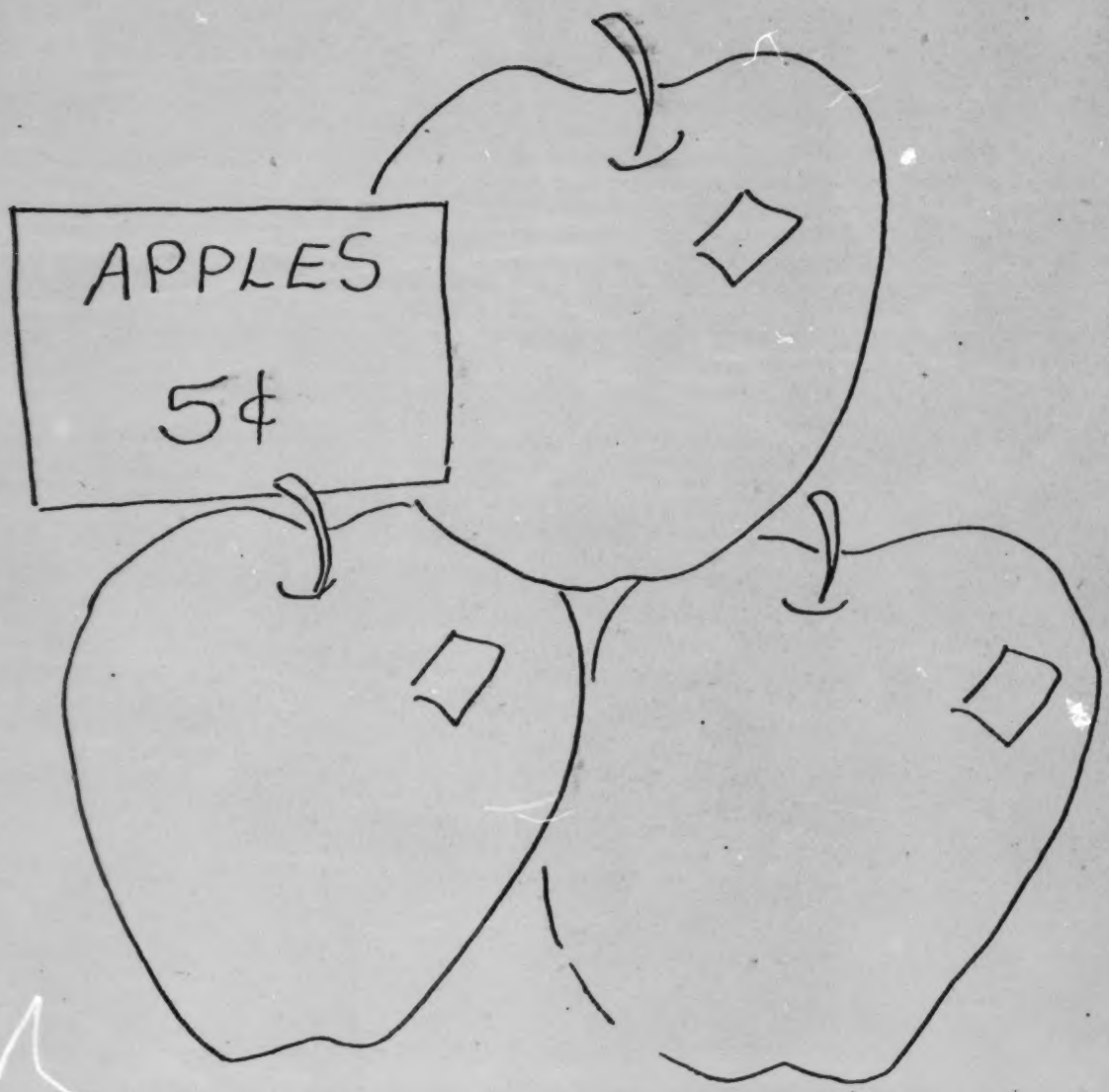
3. What were the changes that took place in the American educational system?

4. What segments of the American economy were strong during the 1920's? Which were weak?

5. What were the basic policies, legislative actions, and achievements of the Republican Administrations during the 1920's?

*NOTE: THE QUESTIONS ON THE MASTERY TESTS ARE DRAWN DIRECTLY FROM THE ANSWERS TO THESE STUDY QUESTIONS. If you know the information in your text book that answers these questions, you will be able to pass the Mastery Tests.

DEPRESSION



UNIT 6

THE DEPRESSION

OVERVIEW- The Depression of the 1930's was the single most important event in shaping American domestic policy since the American Revolution. The Agricultural and Industrial revolutions had transformed Americans from self-sufficent farmers into workers, businessmen and consumers. The Depression revealed that the new system could produce situations that would leave people in desperate situations. President Hoover preached a doctrine of self-reliance and mutual help. But he also took a number of measures to aid the most desperate as well as to aid failing businesses. While government spending did not increase greatly in an absolute sense under Hoover, it did increase greatly relative to the rest of the economy. The causes of the Depression and the effects of Hoover's actions are still a matter of debate. But they clearly failed to halt the decline. For many people the Depression was a time of desperation. They were in big trouble, and for reasons outside of their immediate control. There was no quick end to their troubles. The Depression showed clearly that an industrial society can have major disasters. The major question of interest remains why did the Depression occur and How can similar major contractions be prevented? The debate on both those issues is not completed. The recession of 1974-1976 clearly shows that there is plenty of work still to be done.

ASSIGNMENTS-

Required- A New History of the U.S.. pp. 620-629.

ASSIGNMENTS (con't.)-

Required (con't.)- Class Reading: The Great Depression Strikes and Interpretation of Economic Statistics.

Optional- Only Yesterday, Chapters 12-14.

STUDY QUESTIONS-

1. What are some of the causes of the Depression that are listed in the readings?

2. What was President Hoover's expressed philosophy for dealing with the Depression?

3. What were the specific actions that President Hoover took during his administration to deal with the Depression?

4. What were the major problems faced by many families and individuals during the depression?

5. What actions did people take to survive the problems that they faced?

6. What effect on individual attitudes and values did the experiences of the Depression have?

NEW DEAL

UNIT 7

THE NEW DEAL

OVERVIEW- The hardships of the Depression and the failure of Hoover's policies to end them, resulted in the overwhelming election of Franklin Delano Roosevelt to the Presidency. Compared the the demands for radical leftward change of communists and socialists, Roosevelt was a moderate. In fact, his policies were in much the same vein as Hoover's. However, Roosevelt increased them substanially. Moreover, FDR offered a substanial shift from Hoover in his style and role as a President. His stated philosophy of government differed from Hoover's mostly in its stress on government as the protector of the social order. The New Deal contained a variety of programs to end the Depression. However, Roosevelt found, like Hoover, that there were no easy answers. In fact unemployment stayed above 15% of the work force throughout the 1930's. The Depression was not finally ended until the U.S. began to re-arm just prior to World War II. While the New Deal did crystalize the changing attitudes of Americans toward government regulation and control of the economy, it provided no easy answers to questions of how to prevent or end major economic contractions. That problem still remains.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 630-644.
Class Reading: Criticisms of the New Deal.

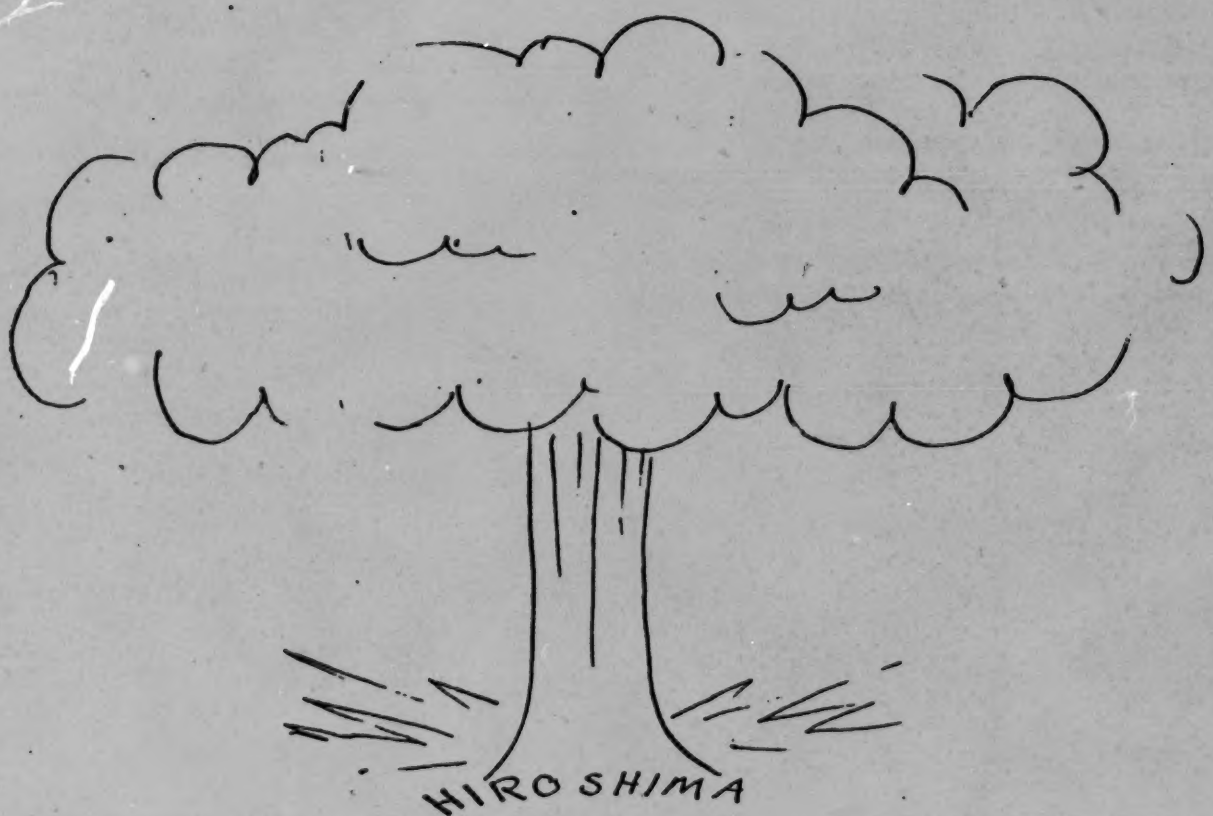
STUDY QUESTIONS-

1. What was President Roosevelt's philosophy concerning the role that government should play in the economy?

2. What were the objectives of the programs established during the New Deal, including the CCC, FERA, AAA (1933), TVA, NRA, PWA, SEC, REA, NYA, NLRB, and Social Security?

3. What effect did the New Deal have on the American economy?

WORLD WAR II



UNIT 8

WORLD WAR II

OVERVIEW- In the same way that the Depression marked an important turning point in American domestic policy, World War II marked the shift of the United States to an active internationalist and interventionist foreign policy. Technology and industrial growth had put the rest of the world only hours, not days or weeks, away. During the 1920's the U.S. participated in some attempts to limit the possibility of war. The failure of those agreements as well as the danger of new wars brought about measures to prevent the U.S. from becoming involved again. For this reason as well as others, the United States did not become involved in any serious way in the crises that preceded World War II. However, as the war progressed some people, most importantly President Roosevelt, became convinced that the U.S. must aid the allies. The U.S. took a number of steps, barely short of war, to aid the allies. One of those steps, an embargo on oil to Japan, convinced the Japanese to attack Pearl Harbor. With the U.S. in the war the combined industrial might and population of the allied powers was sufficient to bury Germany and Japan once that power could be brought to bear. Even more than World War I, World War II shattered the old world order. Whether the resulting world power structure is stable; what the alternatives to it are; and what role the United States should play in it; remain questions that require answers.

ASSIGNMENTS-

Required- A New History of the U.S., pp. 651-670.

STUDY QUESTIONS-

1. What were the provisions of legislation which was passed with the intent of keeping the U.S. out of foreign wars?

2. What were the international crises prior to World War II in which the U.S. did not participate to any major extent?

3. What were arguments given supporting and opposing U.S. aid to the allies?

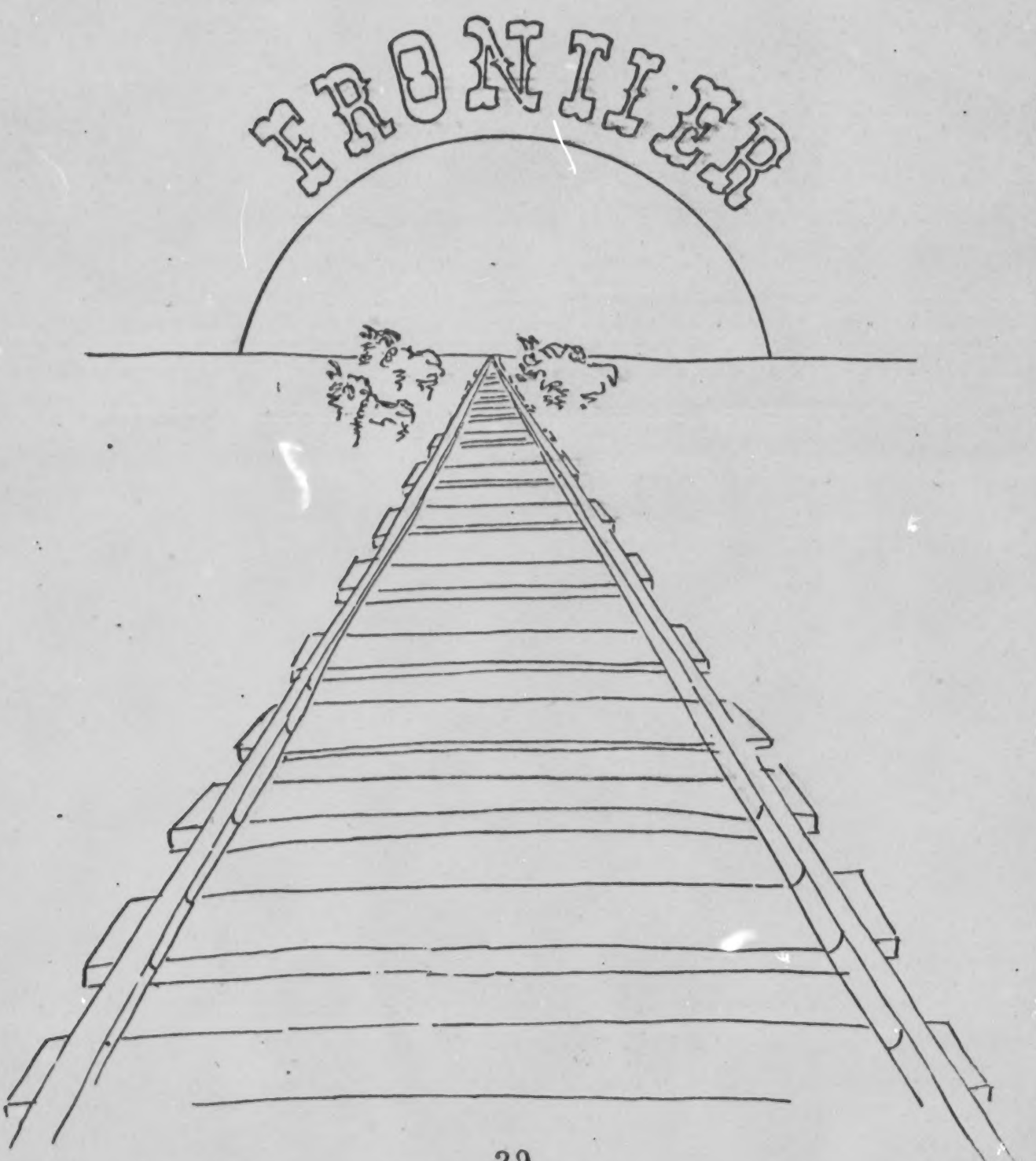
4. What were actions taken by the U.S. that were short of war to help the allies?

5. What were the major military events and strategy of World War II?

6. What economic changes occurred in the United States during World War II?

7. What were the Four Freedoms proclaimed by President Roosevelt?

8. What were the provisions of the diplomatic agreements among the allies that were designed to shape the post-war world? What were the actual results?


FRONTIER

UNIT 9

THE FRONTIER

OVERVIEW- The frontier has shaped American life in a number of ways. The theory concerning the influence of the frontier on American life originated by Frederick Turner is covered in your reading material. Whether or not Turner is entirely correct, there is no question that the availability of the frontier and the type of life that could be had there, had major impact on America. At the same time the treatment of the Indians left much to be desired. Many of the problems that resulted from those policies still exist today. Finally the western migrations continued the tradition of American mobility both physically and socially that remains today.

ASSIGNMENTS-

Required- American History Review Text (AHRT) pp. 191-198.

Optional- The People Make a Nation (PMN) pp. 609-612.

STUDY QUESTIONS-

1. What were the three major reasons that people migrated to the west during the period 1865-1890?
2. After the Mexican War what were the major migrations of people to the west, including the approximate year and group? Why did these groups move west?
3. What were the reasons for the hostility of the Plains Indians toward the white settlers?
4. What factors helped bring about the final settlement of the west? Include social, political and technological.

STUDY QUESTIONS (con't.)-

5. What effects did Turner attribute to the frontier? What effects did Turner see coming out of the closing of the frontier?

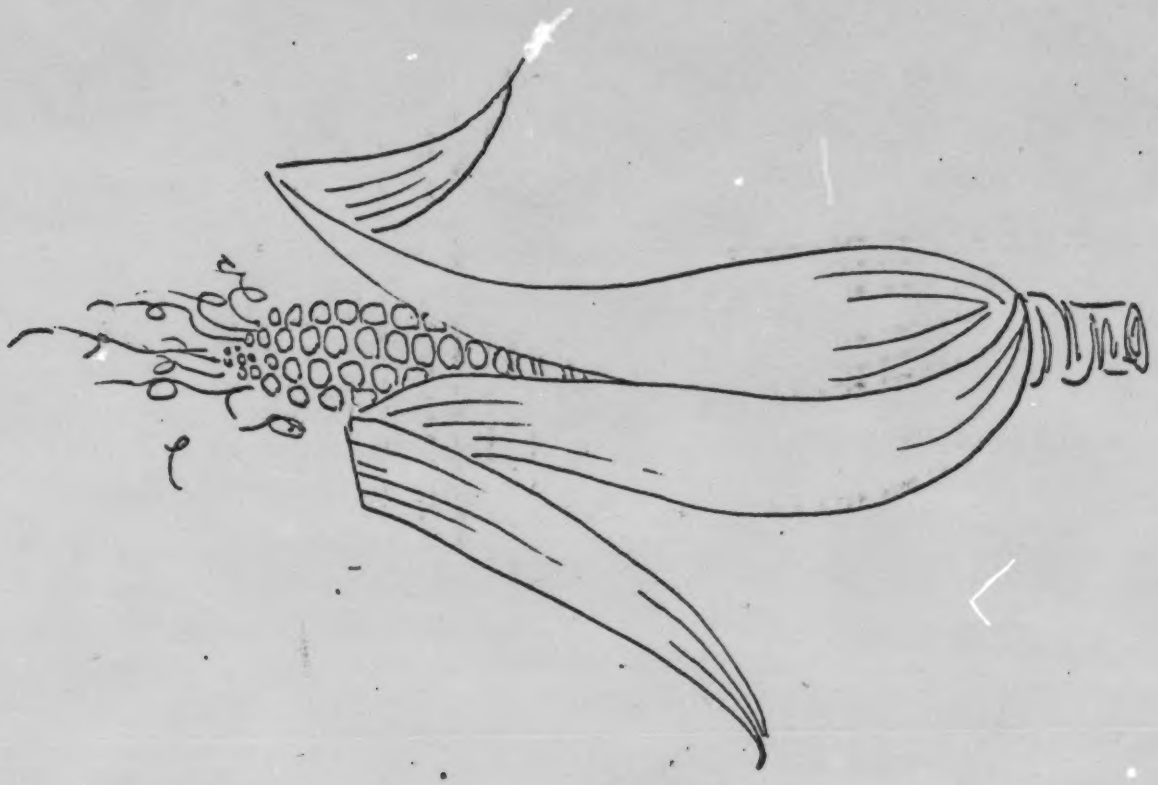
6. What are the criticisms of Turner's theory?

PROJECTS- Remember that the project suggestions here are just that. You can use any of the general ideas mentioned in the Introductory section as well as develop ideas that are entirely your own.

1. Can the Turner thesis be applied to any other area of the world where a similar frontier type situation applied? For instance how similar is the situation in Africa today to the frontier in the U.S. during the 19th century? If you can identify a similar frontier situation, how much support for the Turner thesis can you draw from that situation? Are the criticisms of Turner's thesis supported?

2. How did the government's policy toward land distribution in the west effect the situation that existed during that time? What is the distribution of land in the west today? Can that distribution be traced to the original policies?

FARMING



UNIT 10

AGRICULTURE

OVERVIEW- The changes that took place on the farm during the last half of the 19th century and continue through today are good examples of the effect of the agricultural revolution that started in the 17th century and continues through today. The agricultural revolution was necessary for the industrial revolution to begin. Once started both served to support and augment each other. This revolution is only beginning to have impact in most of the world. Thus the experience covered in the material will be repeated, with variations, throughout the world for at least the next one hundred years. It is also a good example of how technological, economic and social change work together to produce concerns that lead to political action. The material covered in this chapter gives you a good basis for looking at this process and evaluating the specific responses in this situation.

ASSIGNMENTS-

Required- AHRT pp. 199-220.

Optional- PMN pp. 342-345, 362-364, 428-430 and 439-442.

STUDY QUESTIONS-

1. What are the effects of the continuing revolution in agriculture? Identify effects both in the 19th and 20th centuries.

2. What were the complaints of the farmers after the Civil War?

STUDY QUESTIONS (con't.)

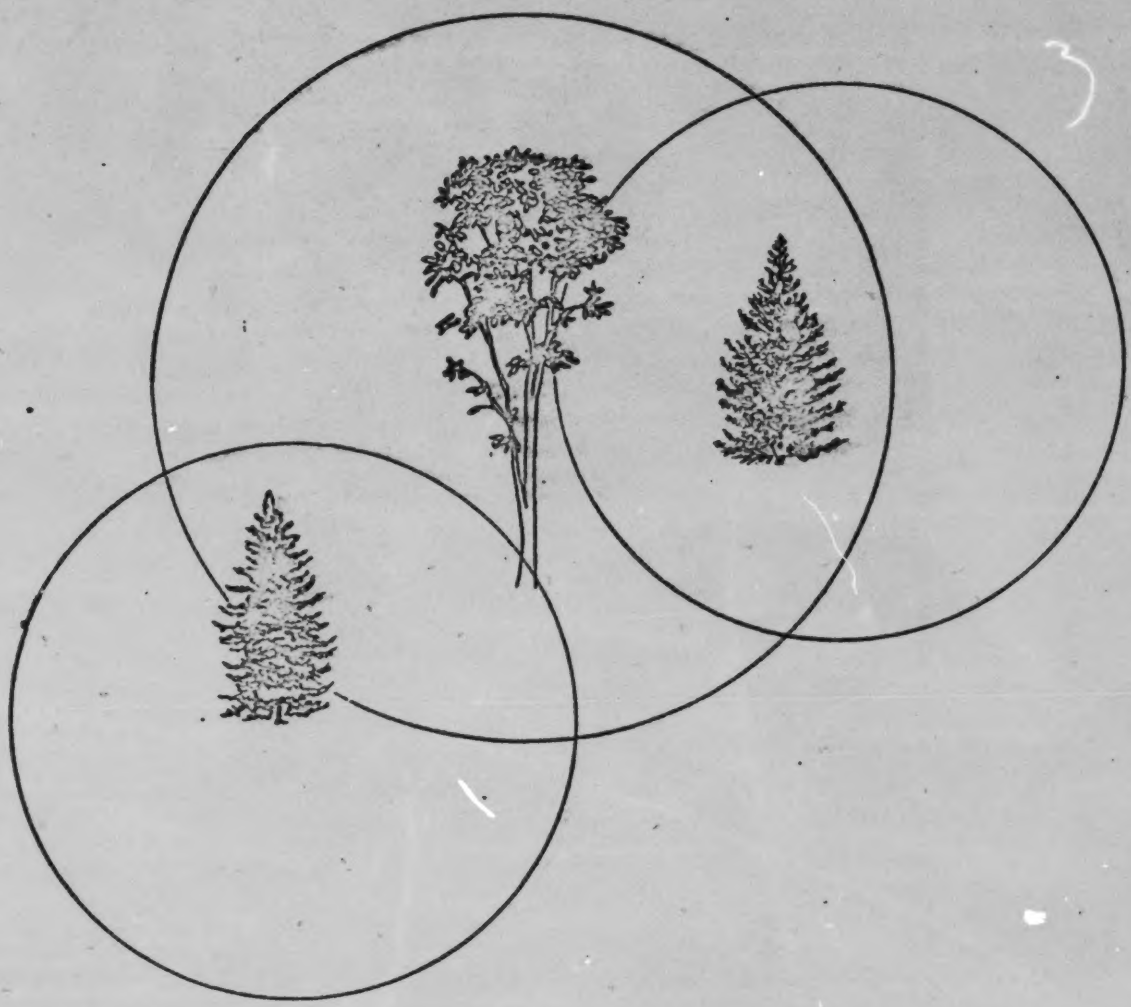
3. What political actions did farmers take during during the last half of the 19th century?

4. What have been the political goals sought by farmers during the 20th century?

5. What were the agricultural policies during the New Deal, the 1950's and recent administrations?

6. What have been the effects of goverment farm policies from the New Deal to present?

CONSERVATION



UNIT 11

CONSERVATION

OVERVIEW- According to Frederick Turner's theory of the frontier, its closing tended to produce more concern about conservation. Whatever the exact nature of its causes, the organized conservation movement in the United States began to obtain significant influence around the same time the frontier was officially marked as closed, 1890. There is a direct link between those people and groups and many of the environmental groups of today. This section covers the evolution of the convervation/environmental movement in the United States. One area that is given little coverage in the book are the types of people that support conservation efforts. The process of change suggests that their identity and goals are of interest. This is especially enlightening when contrasted to the attitude toward the environment in many developing nations. The development of the conservation movement in the U.S. may suggest some reasons for this as well.

ASSIGNMENTS-

Required- AHRT pp. 221-230.

Optional- PHN pp. 629-630.

STUDY QUESTIONS-

1. What were some of the early practices followed in the U.S. that we now consider wasteful?
2. What were the conservation measures passed during the Theodore Roosevelt administration?

STUDY QUESTIONS (con't.)-

3. What were some of the characteristics of the Ballinger-Pinchot and Teapot Dome incidents?

4. What were the conservation and public works programs passed under the New Deal?

5. What are current programs being pursued by private groups, state and local governments, and the federal government?

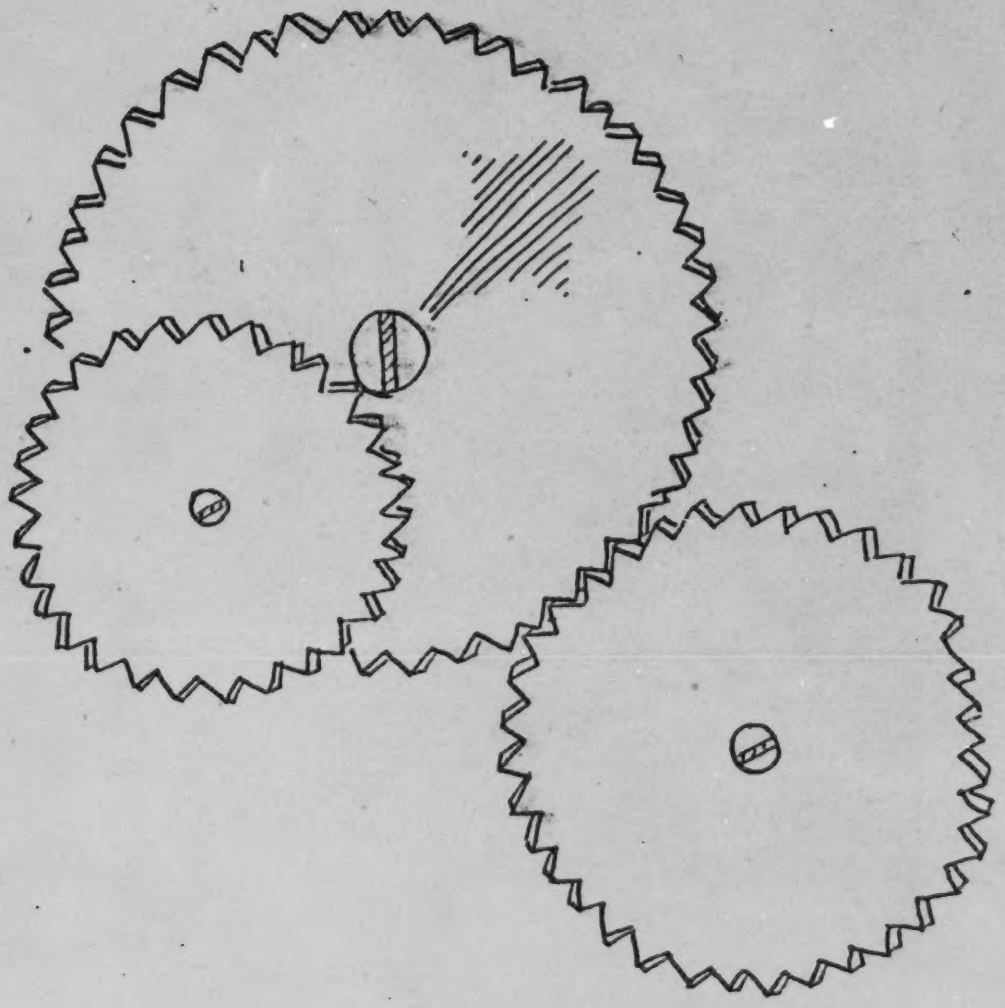
6. What factors spurred public interest in conservation after World War II?

PROJECTS-

1. How does the conservation movement that arose in the last part of the 19th century differ from the environmental movement of today?

2. Who were/are the conservationists, and what do they want? What kind of people become interested in the conservation/environmental movement? How do the goals that they are pursuing effect their own lives?

INDUSTRY



UNIT 12

BIG BUSINESS

OVERVIEW- The other half of the agricultural revolution is the industrial revolution. The industrial revolution is frequently controversial in itself, but even more controversial is the relatively free enterprise, capitalistic system that brought it about. There is no question that the industrial development resulting from the free enterprise system produced tremendous advances in material well-being. At the same time the system has been continually attacked. The material covered in this section covers certain of those attacks as well as the legislative attempts to solve the problems that had been identified. Regulations and other forms of government intervention in and control of the economy have become commonplace. At the same time recent investigations into the effect of such regulated industries as the airlines and public utilities have called into question the effectiveness of regulation in protecting the consuming public. Regulation often ends up as a device whereby the regulated companies protect themselves from competition by their influence over their regulators. This section covers the development of the big business system and the government regulation of it.

ASSIGNMENT-

Required- AHRT pp. 231-250.

Optional- PMN pp. 292-293, 394-401, and 310-341.

STUDY QUESTIONS-

1. What were the factors that encouraged industrial development in the U.S.

2. What were the effects of industrial growth in the U.S.

3. What are the advantages and disadvantages of the corporate form of organization over single proprietorships and partnerships?

4. What are the advantages and disadvantages of large business organizations?

5. What are the actions that government has taken to encourage business and to regulate it? Especially note those laws and actions taken in the early stages of the U.S. by which government took actions that helped development.

PROJECTS-

1. Construct graphs or charts that examine the share of the national wealth that goes to business, workers, etc. Are there other statistics that would be important to consider in assessing the role of business in the economy?

2. Child labor is a concept that is universally abhorred today. At the same time ideas like career education seem to be pointing to the need to give students more familiarity with jobs and work. Can you construct some arguments for child labor? Consider the situation in 19th century as well as today.

3. Many of the studies that have investigated the effects of government regulation are quite recent. Read some of them and try to find out what some of the effects of government regulation are as well as how much the consumer has been protected.

BUSINESS CYCLES

UNIT 13

BUSINESS CYCLES AND GOVERNMENT FINANCE

OVERVIEW- Contrary to much recent economic thinking (including that in AHRT), the problem of business cycles is far from solved. That fact was brought home with a good deal of emphasis by the recession that began in 1974. It managed to combine high unemployment with high inflation, the worst of both depression and boom. This came as an unpleasant shock to the country as well as its political and economic leaders. Thus the problem of business cycles remains of concern and interest. As the accompanying charts demonstrate, government has become an increasingly large element in the economy. At the same time federal government budget deficits have grown steadily larger. These trends disturb many people. At the same time there are reasons for the expansion of government as AHRT points out.

STUDY QUESTIONS-

1. What are the causes of the business cycle?
2. What are the major economic contractions that have occurred in the U.S.? What are the characteristics of each depression?
3. What are some measures taken by government, business and labor to lessen the variation in the business cycle?
4. What are the powers of the Federal Reserve System?
5. What are the reasons for increased government spending?
6. What are the primary sources of tax revenue for local, state and federal governments?

STUDY QUESTIONS (con't.)-

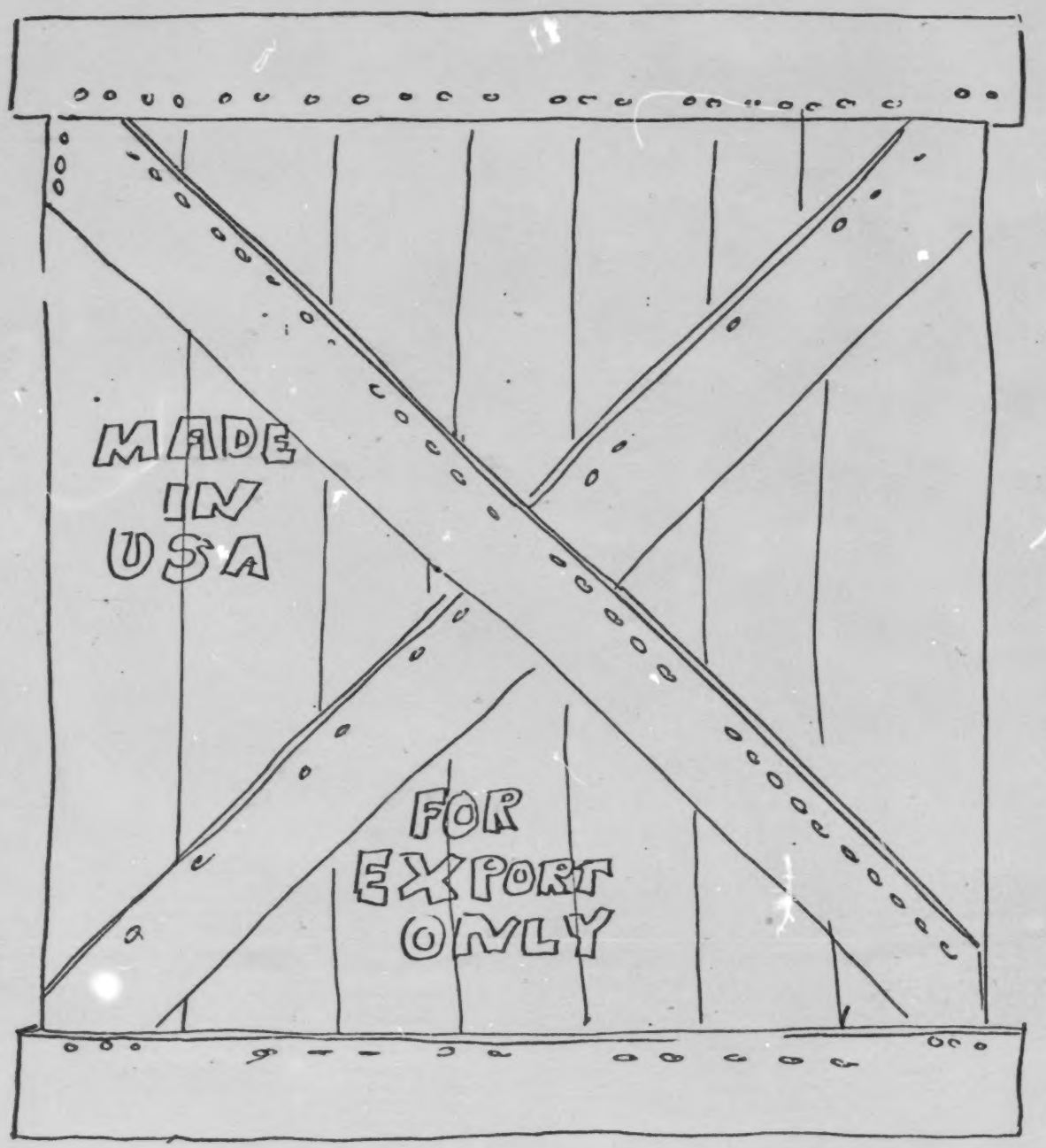
7. What are the arguments, both pro and con, toward deficit spending by the federal government?

PROJECTS-

1. The debate over the cause of the business cycle has been long and fierce. What are some of the different theories as the to the cause and cure for business cycles?

2. Over the years the ways that government has spent its money has varied considerably. Make charts and graphs to illustrate where state, local and federal government funds go.

FOREIGN TRADE



UNIT 14

FOREIGN TRADE

OVERVIEW- Foriegn trade has always been an important component of the American economic system. At the same time there has been a running battle between those who seek to block foreign trade through tariffs and other barriers to trade and those favoring free trade. One of the more surprising aspects of this battle has been the lack of attention that critics of business have paid to it. Barriers to trade are clearly inconsistent with free enterprise and encourage the development of monopolies with all the abuses that they entail. Despite this the fight for free trade frequently languished. The recent trend has been very much in favor of freer trade. This may be partly because of the classic demonstration during the depression of the fact that the U.S. cannot sell its products abroad if it blocks the sale of foreign goods within the U.S. The result of freer trade has been a consistent surplus in favor of the U.S. At the same time heavy U.S. military committments abroad have more than made up for it in terms of dollars spent abroad. The result has been a deficit in the U.S. balance of payments and a weakening of the dollar with respect to foreign currencies. While this trend seems dangerous, there is little to suggest a change in the basic pattern.

ASSIGNMENTS-

Required- AHRT pp. 292-304.

STUDY QUESTIONS-

1. What are the barriers to trade erected by government action? How do they work?

2. What are the arguments for and against protective tariffs and other barriers to trade?

3. What were the major pieces of tariff legislation and what effect did they have on the level of tariffs?

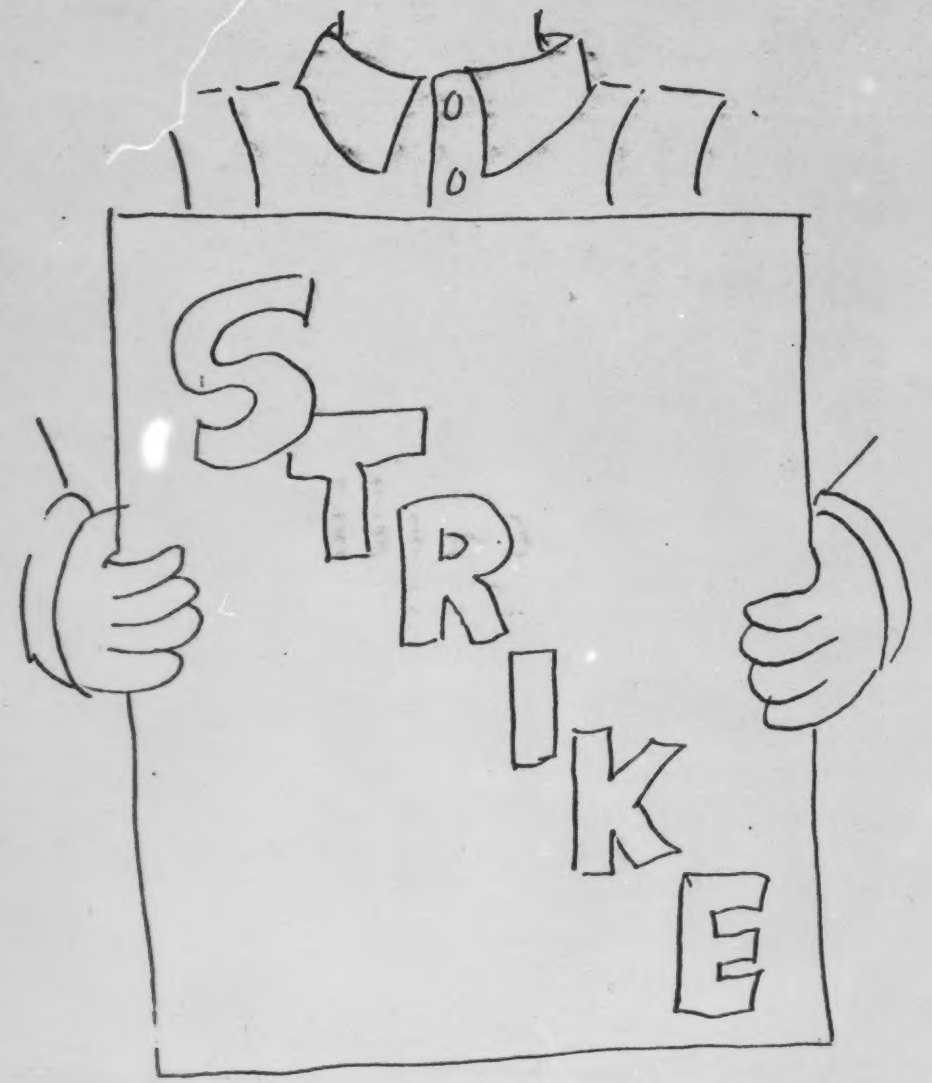
4. What factors work for and against the U.S. achieving a favorable balance of payments?

PROJECTS-

1. Make a chart of the level of tariffs throughout U.S. history with a key to the legislation that effected them.

2. What has been the history of the U.S. balance of trade and balance of payments? Make a chart of each.

UNIONS



UNIT 15

DEVELOPMENT OF UNIONS

OVERVIEW- The development of unions and the labor movement has had a major impact on both the economic and political life of the U.S. Understanding the process of development can give an insight to the points of view the current labor leaders express. At the same time there is a renewed movement to develop labor unions among farm workers. The kind of problems faced by early unions provide insight into the process that occurs in the development of unions. The material in this chapter also gives insight into the tactics for waging as well as resolving labor-management disputes. Many of these disputes will have impact on local and national economies. This is also related to the question of labor-management disputes involving public employees. The fact that many of these strikes involve services only provided by government and for which there is no alternative supplier increases the importance of these strikes.

ASSIGNMENTS-

Required- AHRT pp. 265-275.

Optional- PMN pp. 365-370 and 393-402.

STUDY QUESTIONS-

1. What were the characteristics of the Knights of Labor, the American Federation of Labor and the Congress of Industrial Organizations?

2. What were the reasons for the decline and eventual dissolution of the Knights of Labor?

STUDY QUESTIONS (con't.)-

3. What are the goals that are common to labor and management as well as the goals that are unique to each?

4. What are techniques that are used to resolve labor-management disputes? What are weapons that labor and management use when a dispute can't be settled by bargaining?

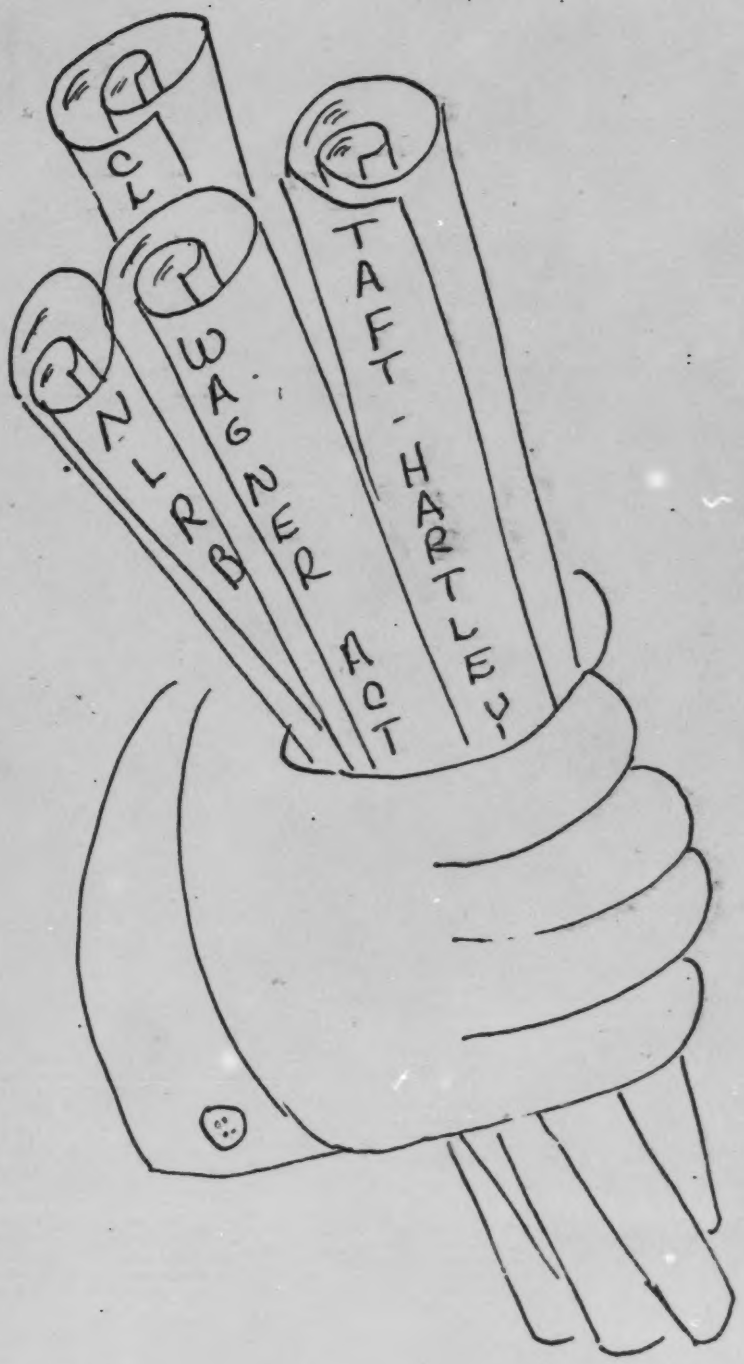
5. What are the costs of a strike, to the company, the worker, the consumer and the government?

PROJECTS-

1. How are unions organized? What are the functions of the business manager and the shop steward? What is the function of the national or international union?

2. What is the status of the labor movement in other countries? How many countries have strong independent unions? Are there countries were the unions are controlled by the government.

LABOR LEGISLATION



UNIT 16

LABOR LEGISLATION

OVERVIEW- Government has been fairly active both for and against unions for the entire period under consideration. During the early stages injunctions and troops or militia were used with some frequency to put down strikes. Subsequently legislation has been enacted which puts a number of restrictions on the ability of an employer to resist unionization of the work force in a company. In any case the process of change in the legal framework in which both the unions and the companies must operate provides another clear example of the way the political process is used to change the relative standing of groups.

ASSIGNMENTS-

Required- AHRT pp. 275-292.

Optional- PMN pp. 442-443.

STUDY QUESTIONS-

1. What were the changes in labor legislation that were enacted prior to the New Deal?

2. What were the names and provisions of the labor legislation enacted during the New Deal?

3. What criticisms were made of the labor movement after World War II? How did these criticisms relate to the provisions of the Taft-Hartley and Landrum-Griffin bills?

4. What are some of the problems and trends in the current labor movement?

PROJECTS-

1. Make a chart that chronicles the changing role of government with respect to labor-management disputes.

2. Many of the critics of unions claim that wage settlements favorable to union members are made at the expense of non-union workers. Explain and evaluate this argument.

REFERENCE TEXTS

Bartlett, I; Fenton, E; Fowler, D.; & Mandelbaum, S. A new history of the United States: an inquiry approach. New York: Holt, Rinehart & Winston, 1969.

Gordon, I. L. Review text in American History. New York: AMSCO School Publications, 1973.

Sandler, M.W.; Roswenc, E. C.; & Martin, E.C. The people make a nation. Boston: Allyn & Bacon, 1975.

APPENDIX 2

Projects

Concept- a project is an activity or product produced by the student that is done to go beyond the basic content material. Assessment of it is based on the effort it required and the quality of the final product or performance.

Assessment-

a) effort- effort assessment is based on the approximate time required to execute the project. It is recorded on a scale of 1 to 5. This scale corresponds to the effort as follows:

   1- 5 hours or less

   2- 6 - 10 hours

   3- 11- 15 hours

   4- 16- 20 hours

   5- 21 or more hours

b) quality- the basis on which quality of the project will be assessed is agreed upon by the student(s) and the instructor before the project is started. Based on these criteria the instructor judges the project to be in one of three categories:

   1- acceptable; level of most student projects of this grade.

   2- high quality; quality equal to level found in college.

   3- professional; quality equal to work done by professionals in this area.

Process-

1. Student(s) decide on the project that they want to do. This should include a description of the project and the criteria on which it should be assessed. Write down key points.

2. Talk to instructor. Bring the description of the project to the instructor. It can be accepted as is or modifications made. If it involves a class presentation, the tenative date should be established. Assessment criteria and approximate amount of effort should be established.

3. Execute the project. If revisions need to be made, consult with the instructor.

4. Assessment. When the project is completed, the instructor will assess the quality of the project based on the criteria agreed upon. If more time was spent than was initially estimated, evidence can be presented to the instructor so that can be changed.

Group Projects- Group projects are acceptable. If the group wishes to specify who is doing what within the project, then a separate assessment can be made for each individual. If not, each individual will receive the same quality assessment and the project effort assessment will be divided equally between each member of the group.

ISSUES IN GROWTH

Unit 9 - The Frontier

Unit 10 - Agriculture

Unit 11 - Conservation

Unit 12 - Big Business

Unit 13 - Business Cycles and Government Finance

Unit 14 - Foreign Trade

Unit 15 - Development of Unions

Unit 16 - Labor Legislation

ISSUES IN GROWTH

PRE-TEST

1. There were a number of reasons that people migrated west during the period 1865-1890. Circle the letters of the statements that describe these reasons.

   a) Industries rising from the new technologies developed in the west provided jobs.

   b) People were tired of the crowded cities of the east and wanted some open space to live in.

2. A number of major migrations took place between the end of the Mexican War and the close of the Frontier. Circle the letter of the statements that describe these migrations.

   a) The Irish famine of 1875 led to major settlements as the immigrants moved west.

   b) In 1847 the Mormons moved west to find a land free from harassment.

3. The Plains Indians developed a considerable hostility towards whites. Circle the letter of the statements that describe reasons for that hostility.

   a) The white hunters killed buffalo by the thousands.

   b) Both traders and government officials cheated the Indians.

4. A number of factors made possible the final settlement of the Great Plains. Circle the letter of the statements describing these factors.

   a) The ability to raise sheep in the west allowed many European immmigrants to settle.

   b) Agricultural and other techniques learned from the Indians were critical in overcoming many difficulties.

5. Frederick Turner postulated that the availability of the Frontier had several important effects on American society. At the same time its closing also produced major changes. Identify effects of the frontier (F), its closing (C) and neither.

   a) ___ Americans demonstrated considerable interest in conservation.

   b) ___ Nationalism played a central role in American life.

6. Many people have criticized Turner's theory of the frontier. Circle the statements that describe those criticisms.

   a) England was able to develop democracy without having a frontier.

   b) The industrial revolution made possible the settlement of the frontier and not vice versa.

AGRICULTURE-

7. The continuing revolution in agriculture has had a number of effects on farming. Circle the letter of the statements that describe those effects.

   a) American farmers tended to shift away from export sales of food.

   b) Farmers tended to become less self-sufficient.

8. After the Civil War some farmers expressed a number of complaints. Circle the letter of the statements that describe those complaints.

   a) The banks provided insufficient and/or high interest loans.

   b) Agricultural workers were not available due to the movement of people to the cities.

9. Because of their complaints farmers looked to a number of organizations to help them solve their problems. Circle the letter of the statements that describe these organizations.

   a) The Grange provided farmers with social functions.

   b) The National Farmers Organization militantly sought relief through legislation.

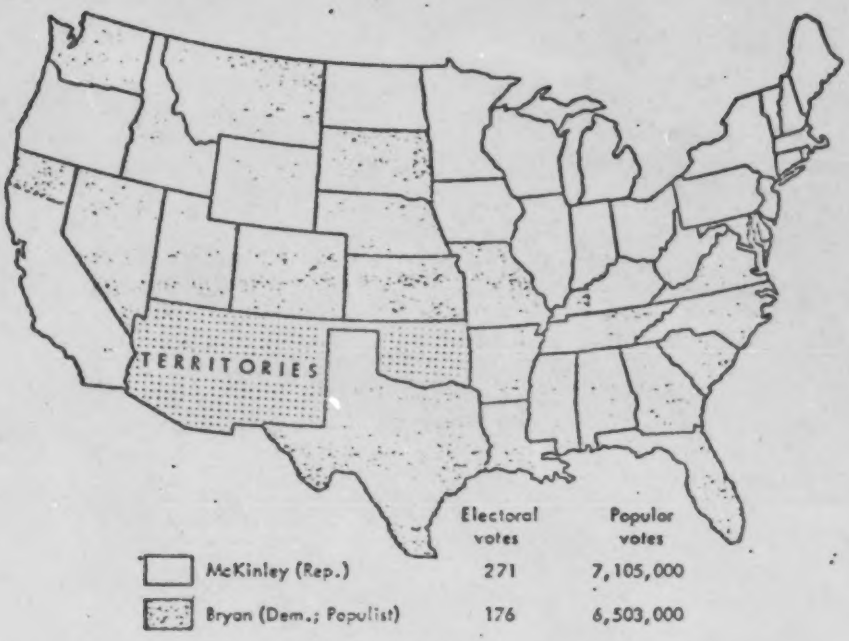
10. The attached map illustrates the results of the election of 1896, including states carried by each candidate, electoral vote, popular vote and candidates. Indicate which groups supported Bryan (B), McKinley (M) or neither.

    a) ___ populists.

    b) ___ immigrants.

11. The Federal government has taken measures to respond to farmer complaints. Indicate whether the measures listed below were taken during the New Deal (N), the 1950's (F), the recent past (R) or none of the above.

Election of 1896



See Question 10.

a) ___ Farm land was put in the Soil Bank.

b) ___ The amount of direct subsidies to farmers was given a upper limit.

12. These governmental farm policies have produced a number of effects. Indicate whether the effects listed below occurred during the New Deal (N), the 1950's (F), the recent past (R) or none of the above.

a) ___ Agricultural prices were above world prices causing American farmers to lose export sales.

b) ___ Farm prices dropped relative to the general price level.

CONSERVATION

13. During the first one hundred years of U.S. history many practices later deemed to be wasteful were used. Circle the letter of the statements that describe these practices.

a) Rich mineral deposits were mined while poorer ones were ignored.

b) Dangerous chemicals were dumped into streams and lakes.

14. During the administration of Theodore Roosevelt a number of important conservation measures were passed. Circle the letter of the statements that describe these measures.

a) Hundreds of millions of acres were put into reserve.

b) Farmers were encouraged to plants crops that helped preserve the soil.

15. The early conservation measures produced two incidents that caused considerable controversy. Indicate whether the statements below describe the Ballinger-Pinchot (B), Teapot Dome (T), or neither incident.

a) ___ Conservation laws were bent in return for illegal campaign contributions.

b) ___ This incident involved oil reserves.

16. There were a number of conservation measures passed during the New Deal. Circle the letter of statements describing these laws.

a) The Forest Reserve Act provided for keeping certain areas in wilderness state.

16. (con't.)

b) The sale of federal lands in 16 western states could be used to finance irrigation projects.

17. The interest in conservation after World War II has produced a number of new measures. Indicate whether the following measures were taken by private groups (P), state or local governments (SL), the federal government (F), or none of the above.

a) ___ Low grade mineral ores are mined.

b) ___ Many urban areas have tucked small, "vest-pocket" parks into available spaces.

18. Following World War II there was a marked upturn in interest over environmental matters. Circle the letter of the statements that describe the reasons for that interest.

a) Air pollution has caused numerous deaths as well as discomfort for many more people.

b) Economic hard times have led many people to begin to appreciate the wonder of the world that they live in.

BIG BUSINESS

19. The development of industry within the United States has been encouraged by a number of factors. Circle the letter of the statements that describe these factors.

a) Government policies favored industrial development.

b) Wars helped spur industrial development because there were not enough workers and employers turned to new machinery.

20. The industrial revolution has produced a number of resulting changes. Circle the letter of the statements that describe those results.

a) Business looked abroad for sources of raw materials as well as market. This encouraged world trade.

b) Child labor rose dramatically.

21. During the industrial revolution many firms were incorporated. Indicate the statements that describe advantages (A), disadvantages (D) of incorporation, or neither.

a) ___ Incorporation creates perpetual life.

21. (con't.)

b) ___ Corporations file public reports.

22. Big businesses have become fixtures on the American scene. For each statement indicate whether it describes these organization's advantages (A), disadvantage (D), or neither.

a) ___ Big businesses tend to demonstrate a much lower level of ethics among their top managements than comparable small businesses.

b) ___ Big businesses possess the economic power to force consumers to pay higher prices.

23. In response to complaints about business government has moved to increase its regulation of business activity. Circle the statements that describe these regulatory activities.

a) The Interstate Commerce Commission has continued to regulate railroads even though their monopoly has long since disappeared.

b) The Consumer Protection Agency has the power to supervise other regulatory agencies in order to protect the consumer.

BUSINESS CYCLES AND GOVERNMENT FINANCE

24. Control of the business cycle has been an important objective of government for at least 50 years. Circle the letter of the statements that describe causes of the business cycle.

a) A rise in business inventories normally indicates that overproduction has occurred and a depression is coming.

b) Depressions are frequently compounded and deepened by the psychological depression and pessimism that set in.

25. The United States has experienced a number of major economic contractions or depressions over the last one hundred years. Circle the letter or the statements that describe those depressions.

a) The depression of 1866 was caused by the collapse of the Southern economy combined with the re-introduction of gold currency.

b) The depression of 1893 was caused by continued low agricultural prices and concern over the stability of the dollar.

26. In order to lessen the variations in the business cycle a number of steps have been taken. Circle the letter of the statements that describe these steps.

    a) Corporate planners look ahead and attempt to gear production plans to avoid over-production.

    b) Congress can gear Federal tax policies to act in a counter-cyclical fashion.

27. The Federal Reserve System was originally created to help alleviate financial panics. Circle the letters of the statements that describe its powers.

    a) The Federal Reserve Board can regulate the amount of federal deficit spending.

    b) The Federal Reserve Board of Governors set the rate of interest that banks can pay their depositors.

28. Government spending at the federal, local and state levels has increased rapidly. Circle the letters of statements that describe reasons for this increase.

    a) As many large businesses have come under pressure, government expenditures for subsidies have increased rapidly.

    b) U.S. population increases have lead to increased expenditures.

29. Different levels of government obtain their revenues from some different taxes. Identify taxes that provide the main source of revenues for local (L), state (S), federal (F) or none of the governmental units named above.

    a) ___ Property Tax.

    b) ___ Corporate Tax.

30. The increasing size and cost of Federal budget deficits have brought renewed debate about deficit spending. Indicate whether the statements about deficit spending are for (F), against (A) or neutral.

    a) ___ The economy is stimulated.

    b) ___ People lose confidence in the financial stability of the government.

DEVELOPMENT OF UNIONS

31. Labor unions have played an important role in American History. Indicate the characteristics of the Knights of Labor (L), American Federation of Labor (A), Congress of Industrial Organizations (C), or none of the above.

a) ___ Gained its main strength in the 1880's.

b) ___ Pioneered the sit-down strike.

32. The Knights of Labor were unable to maintain their membership. Circle the letters of the statements that describe reasons for their decline.

a) The A.F. of L was able to win away the members of the Knights of Labor.

b) The Knights were involved in a number of unsuccessful strikes.

33. The majority of American workers still do not belong to unions. Circle the letters of statements that describe reasons for their failure to join.

a) For many people the dues are so high that they couldn't join even if they wanted to.

b) Closed shop agreements bar many workers from joining unions.

34. Labor and management have some points of agreement as well as disputes. Indicate the goals that are common to both (C), management's (M), Labor's, or none of the above.

a) ___ an expanding economy.

b) ___ arbitration of disputes.

35. Labor-management disputes can end up being very expensive to both sides. Indicate whether the following statements describe methods of cooperative settlement (C), weapons of labor (L), weapons of management, or none of the above.

a) ___ a board can be established to mediate the dispute.

b) ___ a court injunction can be obtained.

36. Strikes hurt many people. Circle the letter of the statements that describe the costs of a strike.

a) The company had to continue to pay interest on its debt.

b) Workers lose their pay checks.

LABOR LEGISLATION

37. There were a number of important pieces of labor legislation passed prior to the New Deal. Circle the letter of statements that describe this legislation.

a) The 8 hour day for railroad employees was established by the Adamson Act.

b) Contracts that forbid employees from joining unions were outlawed by the Norris-LaGuardia Act.

38. During the New Deal union membership expanded rapidly due to the favorable labor legislation. Circle the letters of statements that describe those laws.

a) Employer blacklisting of union members was prohibited by the Wagner Act.

b) Overtime pay was established as a requirement by the Fair Labor Standards Act.

39. Following World War II a number of criticisms of unions were voiced. Partly in response to those criticisms the Taft-Hartley and Landrum-Griffin Acts were passed. Indicate which of the following criticisms the Landrum-Griffin (L), Taft-Hartley (T), both (B), or neither law responded to.

a) ___ Unions placed limits on their membership.

b) ___ Unions resorted to feather-bedding to protect jobs.

40. The labor movement is faced with a number of problems and trends. Circle the letter of statements that describe them.

a) The A.F.L.-C.I.O. is beset by internal dissension.

b) Union political influence is becoming a serious menace.

FOREIGN TRADE

41. Barriers to trade have been an important issue in American politics. Circle the letter of the statements that describe government imposed barriers to trade.

a) Because of the high tariffs it does not pay to import goods.

b) The amount of currency that can be taken out of the country is controlled thus barring many sales.

42. The debate over the desireability of protective tariffs continues today. Indicate the statements concerning tariffs that are for (F), against (A) or neutral.

a) ___ Infant industries must be sheltered.

b) ___ Relations with foreign countries are harmed.

43. The balance between free trade protectionist legislators has shifted frequently. Circle the letter of statements describing legislation that raised tariffs.

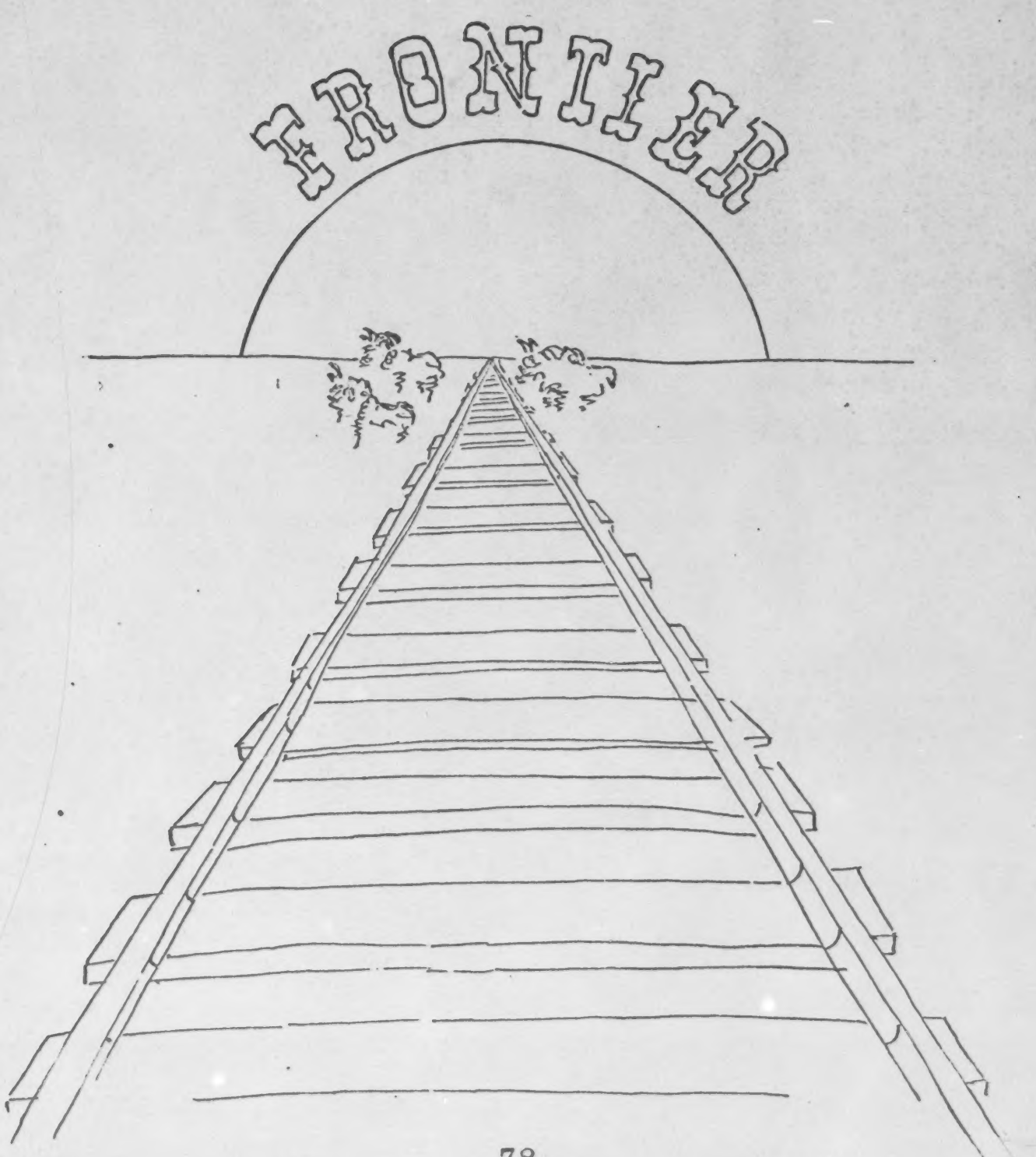
a) The Tariff of 1816.

b) The Tariff Act of 1922 (Fordney-McCumber).

44. The American balance of payments has been a consistent problem in recent years. Indicate whether the following factors work toward a surplus (S), deficit (D), or neither.

a) ___ Tourism.

b) ___ Special Drawing Rights (SDRs).


FRONTIER

FORM A

MASTERY TEST

THE FRONTIER

1. Circle each of the statements listed below that represents a major reason that people migrated to the west during the period 1865-1890.

   a) Many veterans of the Civil War sought to obtain the land authorized them by Congress.

   b) Many new jobs were created in the high technology industries of the west.

   c) The adventure of western settlement lured many people to migrate.

   d) Settlement in the west promised better economic conditions than could be found elsewhere.

   e) Many of the new inventions made in the west opened opportunities to people willing to travel there.

2. In the period after the Mexican War through the close of the frontier in 1890, there were a number of major migrations. Please circle the statements that describe those migrations.

   a) In 1847 the Mormons settled Utah after having been persecuted in the east.

   b) The close of the Mexican War in 1845 opened lands that were immediately occupied by settlers anxious to get the best land.

   c) The passage of the Morrill Act providing land to Civil War Veterans caused a large migration starting after the act went in effect in 1868.

   d) The depression of 1885 and the resulting economic collapse of many cattleman opened the way for many settlers who had been unable to obtain good land.

   e) The passage of the Homestead Act in 1862 brought about a major movement to the West.

3. The following statements represent some possible reasons for Indian hostility toward white settlers. Circle the ones that correctly state the major causes.

   a) The increase in cattle drives badly disrupted the Indians ability to farm, resulting in hunger and starvation.

   b) White settlers took the Indian's land, and the choicest pieces at that.

3. Indian Hostility (con't.)

c) The Indians felt that they had been badly wronged by traders and government agents cheating, robbing and lying to them

d) Indians were outraged by the government's prohibition on sales of liquour to them.

e) The failure of the government to provide schools for the Indian's children blocked their attempts to compete on an equal basis.

4. A number of factors were vital to the final settlement of the west. Circle the statements that describe these factors.

a) The fertile soil of the west lured many farmers to settle there.

b) The Homestead Act provided free land to many people who settled in the west.

c) The raising of sheep was a major industry which lured many people to settle in the west.

d) The introduction of the telegraph provided the communication links necessary to western settlements.

e) The development of better plows allowed farming despite tough prarie grasses.

5. Turner expounded a theory that linked many characteristics of American society to the frontier as well as changes that occurred after it was closed. Indicate effects of the frontier with an F, effects of the closing of the frontier with a C.

a) ___ America has experienced much greater social equality than other countries.

b) ___ Economic uncertainty has frequently characterized American life.

c) ___ America has experienced a strong feeling of nationalism.

d) ___ One effect was a greater concern for conservation

e) ___ Labor discontent rose.

6. There are a number of criticisms of Turner's theory. Cirle the statements representing the major ones.

   a) Recent research has indicated that in fact there was little social equality in the west.

   b) Democracy and the democratic tendencies in American society was fostered by our English heritage.

   c) There is little evidence that industrial workers migrated to the west.

   d) In comparison to native Americans most immigrants had a greater optimism about the future.

   e) The industrial revolution made the settling of the west possible; not the reverse.

7. With the closing of the frontier many people looked with new interest toward (circle the best answer):

   a) developing new industries b) developing better transportation c) encouraging social equality d) seeking territory overseas.

FORM B

MASTERY TEST

THE FRONTIER

Instructions: Circle the letter of all statements that are correct answers to the questions.

1. What were the reasons that people migrated to the west during the period 1865-1890.

   a) The labor unrest in the east led many people to migrate.

   b) The adventure of the west motivated many people.

   c) Many southerners unhappy with the reconstruction migrated west.

   d) Many people felt that they could find better economic conditions in the west.

2. What were the peak periods of migration that occurred in the period from the Mexican War to the close of the frontier?

   a) In 1848 thousands went to California in the gold rush.

   b) Gold fever led many people to South Dakota in 1875.

   c) Large numbers of european war refugees swelled the western population in the wake of the wars in 1870.

   d) The passage of an act opening western lands to Civil War veterans caused large numbers of them to move west in 1868 and afterward.

3. What were the reasons that the Plains Indians were hostile to whites?

   a) The whites took Indian lands.

   b) The movement of wagon trains disturbed buffalo migrations and hurt hunting.

   c) The competition of white trappers lowered the amount of furs Indians could obtain.

   d) Whites took away the Indian's farm lands.

4. What were the major factors that made final settlement of the great plains possible?

   a) The development of commercial fertilizers made farming possible in many areas.

4. (con't.)

   b) Barbed wire helped farmers fence their lands.

   c) Hardier wheat could be grown where previous strains had failed.

   d) The opening of European markets for American products held up farm prices.

5. Which of the following were effects of the frontier (F), the closing of the frontier (C), or neither.

   a) ___ Democracy was widened and grew stronger.

   b) ___ For many workers there was no outlet or change available.

   c) ___ The railroads grew rapidly.

   d) ___ Americans developed a wide variety of inventions.

6. What were the major criticisms of Turner's theory?

   a) Conservation activities had become prominent long before the close of the frontier.

   b) The frontier in the southwest did not exhibit the characteristics postulated by Turner.

   c) Equality was actually fostered by immigration.

   d) American imperialism had begun as far back as the War of 1812.

7. Circle only the best answer. Which policy might a politician be more likely to support after 1890 than before?

   a) government regulation of business. b) higher taxes.

   c) welfare programs d) acquisition of U.S. territories abroad.

FORM C

MASTERY TEST

THE FRONTIER

Instructions: Circle the letter of all statements are correct answers to the questions.

1. What were the reasons that people migrated to the west during the period 1865-1890?

   a) The open spaces in the west appealed to many people from the cities.

   b) The west offered greater political freedom as well as better social conditions.

   c) Free land was available to Civil War veterans.

   d) The economic conditions were better in the west.

2. What were the peak periods of migration that occurred in the period from the Mexican War to the close of the frontier?

   a) In order to avoid harassment the Mormons migrated west in 1847.

   b) The California gold rush brough many people west in 1848.

   c) Civil War veterans moved west in 1868 due to the lands made available to them in the Veterans Act.

   d) In 1885 the collapse of a number of cattle empires caused many farmers to move west.

3. What were the reasons that the Plains Indians were hostile to whites?

   a) The whites interfered with the Indians religions.

   b) Many Indians were upset with whites marrying Indian women.

   c) The mass slaughter of the Buffalo caused many hardships for the Indians.

   d) Indians felt that they had been cheated by traders and government officials.

4. What were the major factors that made final settlement of the great plains possible?

   a) The combine made farming in the west economical.

b) The development of railroads and other transportation services encouraged western settlement.

c) The development of irrigation techniques made many areas of the west suitable for farming.

d) The telegraph and other communication facilities was essential to western settlement.

5. Which of the following were effects of the frontier (F), the closing of the frontier (F), or neither?

a) ___ The class structure became increasingly rigid.

b) ___ People had a great faith in the future.

c) ___ Immigration was restricted.

d) ___ The economic independence of many people increased.

6. What were the major criticisms of Turner's theory?

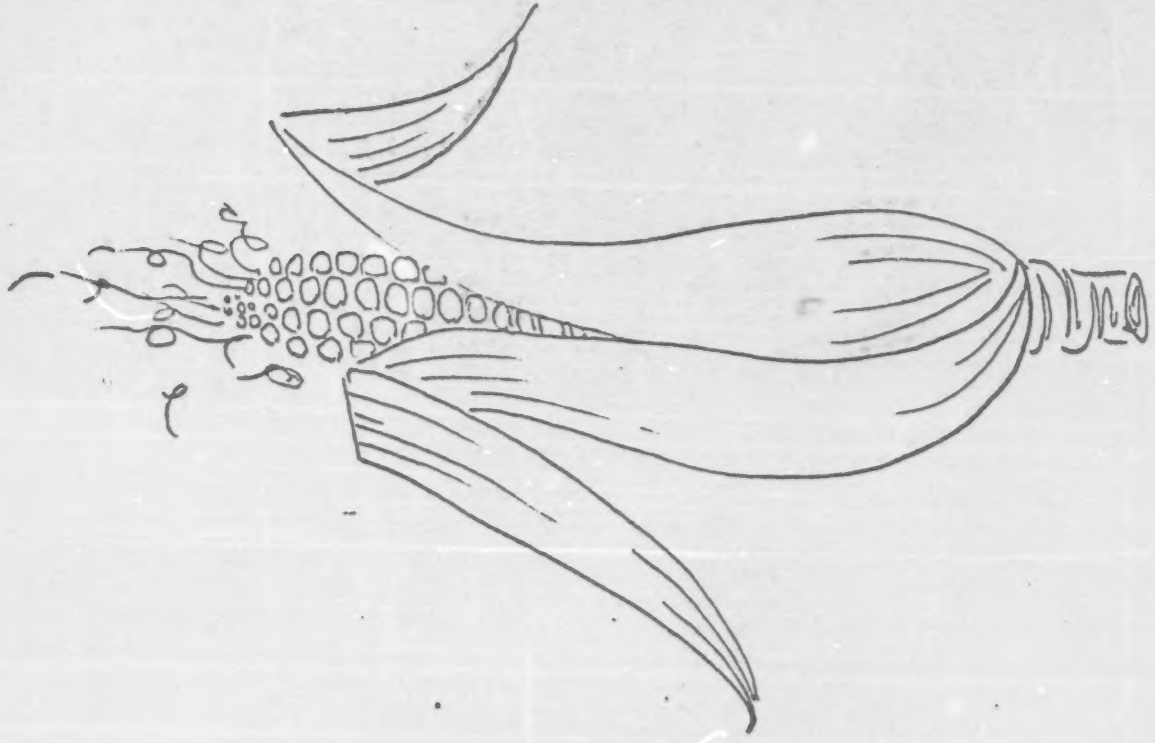
a) Equality was really fostered by the immigrants.

b) Democracy was fostered by the heritage from England.

c) European capital was necessary for the development of the frontier.

d) People on the frontier promoted imperialism.

FARMING



FORM A

MASTERY TEST

AGRICULTURE

1. The agricultural revolution has had major effects on the structure of farming. Circle the statements that correctly state those effects.

   a) The proportion of the population represented by farmers has declined greatly.

   b) The farmer's political influence has risen considerably.

   c) There has been a marked shift away from export sales.

   d) Many farmers have shifted from relative self-sufficiency to commercial farming.

   e) Credit, labor, prices and supplies have become greater problems.

2. Immediately after the civil war farmers experienced problems that caused them to make a number of complaints. Circle the statements that represent these complaints.

   a) Agricultural prices were too low.

   b) Credit available to farmers was either insufficient or expensive.

   c) The number and quality of farm workers was poor.

   d) Inflationary price rises put the squeeze on farmers.

   e) There was a lack of adequate transportation to the cities.

3. As a result of farmer discontent a number of organizations arose to express it. Circle those organizations that were the major vehicles for expressing the farmer's discontent.

   a) National Farmers Union.

   b) Farmer-Worker Alliance

   c) Agrarian Crusade.

   d) Republican Party.

   e) Populist Party.

4. The election of 1896 culminated much of the political unrest of the farmers. With the help of the map accompaning this test, identify the groups that supported each candidate. By each group listed below mark a B for a group supporting Bryan, an M by groups supporting McKinley and nothing by groups that were not major supporters of either candidate.

   a) ___ Populists.

   b) ___ Workers.

   c) ___ Republicans.

   d) ___ Industrialists.

   e) ___ Farmers.

5. While the prosperity following the turn of the century lessened farm problems temporarily, the New Deal initiated government farm legislation. Indicate whether the policies listed below represent New Deal - N, 1950's - F, Current - C, or false ones - leave blank.

   a) ___ marketing quotas.

   b) ___ subsidies to farm equipment manufacturers.

   c) ___ flexible parity.

   d) ___ credit to refinance mortgages and other loans.

   e) ___ loans for rural area development projects.

6. These policies produced a number of effects, both positive and negative. Identify the effects produced by these policies using the same code as in question 5.

   a) ___higher prices induced by government policies.

   b) ___ increases in the number of tenant farmers.

   c) ___ drop in farm incomes.

   d) ___ reduction in sales on foreign markets.

   e) ___ very small accumulation of farm surpluses by government.

7. Nigeria is going through an agricultural revolution of its own. Circle the answer that best represents an effect that you would expect.

   a) high food prices b) increasing political power among farmers c) better schools in rural areas d) increased mechanization of farm production.

FORM B

MASTERY TEST

AGRICULTURE

Instructions: Circle the letter of all statements that are correct answers to the questions.

1. What were/are the effects of the revolution in agriculture?

   a) The farmer's share of the national wealth increased.

   b) Production has increased greatly.

   c) The isolation of the farmer has decreased greatly.

   d) Because of better techniques the actual investment in farms decreased.

2. What were the complaints made by some farmers after the Civil War?

   a) High taxes resulted in many farmers losing their farms.

   b) Shortages of farm equipment caused many farmers to mechanize slowly.

   c) Many farmers found that credit was insufficient and/or expensive.

   d) Industrial prices seemed high relative to farm prices.

3. What were the organizations that the farmers supported during the period 1865-1890?

   a) The cause of inflation was promoted by the Greenback-Labor Party.

   b) The Knights of Labor organized agricultural workers.

   c) The Whig party increasingly responded to farmer pressure.

   d) Granger Laws were the result of Grange political actions.

4. What political/social groups supported Bryan (B), McKinley (M), or neither in the election of 1896? See the accompanying map.

   a) ___ The Socialist party.

   b) ___ Bankers

   c) ___ Industrialists

   d) ___ Farmers

5. What were the agricultural policies of the New Deal (N), the 1950's (F), current (C), or none of the above?

   a) ___ Direct subsidies

   b) ___ 90% parity

   c) ___ Soil Conservation Act

   d) ___ Suppression of agricultural research

6. What were the effects of the agricultural policies of the New Deal (N), the 1950's (F), current (C), or none of the above?

   a) ___ Soil conservation was heightened.

   b) ___ Huge surpluses were accumulated by the government.

   c) ___ Cost of agricultural policies to the government was reduced.

   d) ___ Large corporate farming was reduced.

FORM C

MASTERY TEST

AGRICULTURE

Instructions: Circle the letter of all statements that are correct answers to the questions.

1. What were/are the effects of the revolution in agriculture?

   a) Food prices were high.

   b) Mechanization of farm work increased.

   c) The size of farms increased.

   d) The farmer's political influence increased.

2. What were the complaints made by some farmers after the Civil War?

   a) High rates were charged by middlemen.

   b) Agricultural prices stayed low.

   c) There was no good schools for the farmer's children.

   d) Inflation put a squeeze on the farmers' profits.

3. What were the organizations that the farmer supported during the period 1865-1890?

   a) The Populist party supported railroad regulation.

   b) The Grange mobilized political activity at the state level.

   c) The Farmers League obtained much needed legislation.

   d) The Socialist Party called for farm collectivization.

4. What political/social groups supported Bryan (B), McKinley (M), or neither in the election of 1896? See the accompanying map.

   a) ___ The Democratic Party

   b) ___ Silver mining interests

   c) ___ The press

   d) ___ Immigrants

5. What were the agricultural policies of the New Deal (N), the 1950's (F), current (C), or none of the above?

   a) ___ Federal Tenant Farms

   b) ___ Direct subsidies with an upper limit

   c) ___ Measures to reduce tenant farming

   d) ___ Soil Bank

6. What were the effects of the agricultural policies of the New Deal (N), the 1950's (F), current (C), or none of the above?

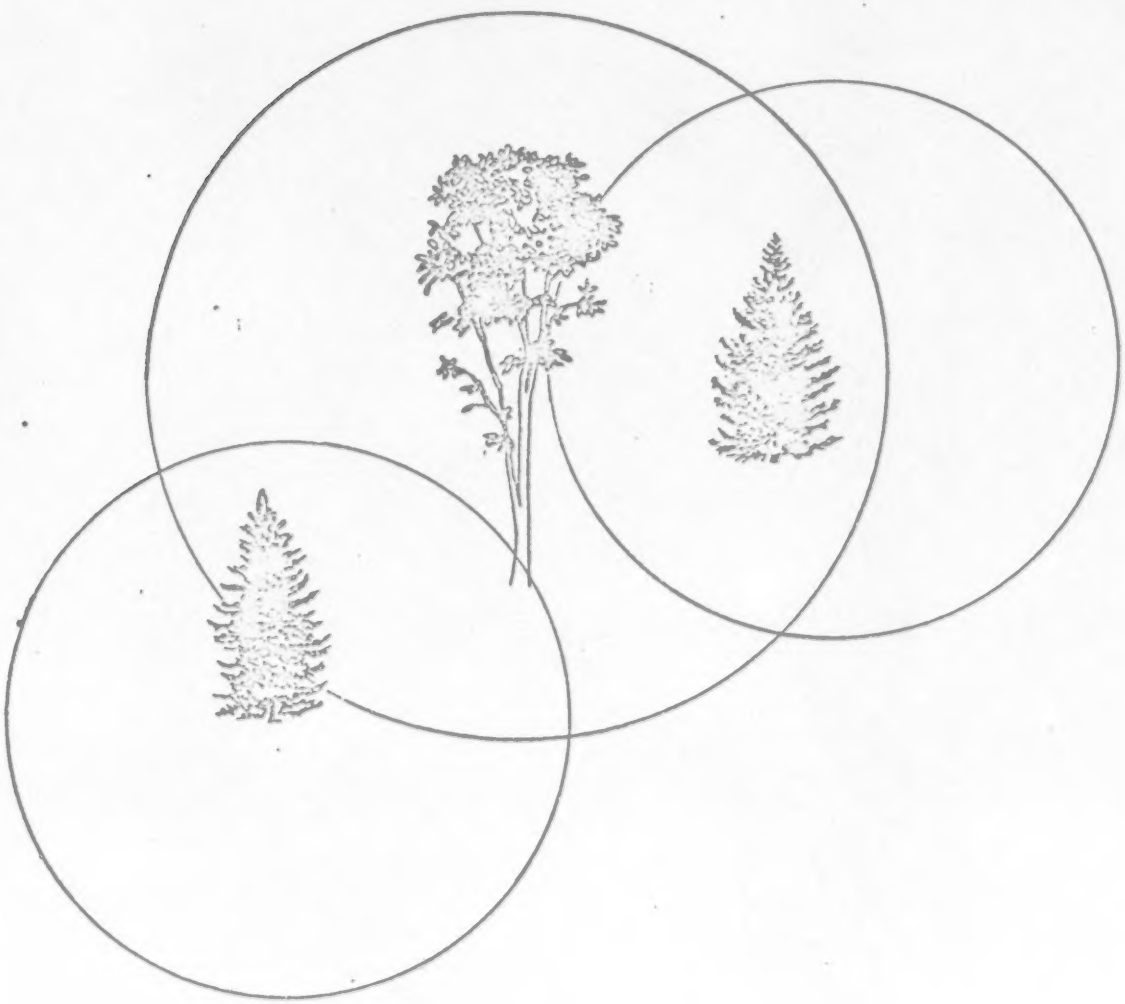
   a) ___ Farmer initiative was reduced.

   b) ___ Market forces led to higher prices.

   c) ___ Agricultural prices dropped relative to industrial goods.

   d) ___ Many new uses were developed for farm products.

CONSERVATION



FORM A

MASTERY TEST

CONSERVATION

1. During the early part of American history a number of wasteful practices were followed. Circle the number of the statements that represent some of these practices.

   a. Early factories were serious producers of air pollution.

   b. Improper cultivation of the land frequently resulted in exhausted soil.

   c. The seemingly endless numbers of wildlife, especially buffalo, resulted in their wanton destruction.

   d. Many early miners ignored poorer seams of minerals in favor of the rich ones.

   e. Reforestration frequently left large barren sections.

2. During the administration of Theodore Roosevelt a number of conservation measure were passed. Indicate the statements below that describe those measures.

   a. Yellowstone National Park was a special creation of Theodore Roosevelt.

   b. The Carey Act would have never passed without the active intervention of President Roosevelt.

   c. The ability of the Federal government to reserve certain lands was a product of the Roosevelt Administration.

   d. The Forest Service was an important early conservation measure.

   e. Due to the wanton killing of wildlife President Roosevelt pushed an act protecting endangered species.

3. The Ballinger-Pinchot and Teapot Dome incidents marred early conservation measures. For each of the statements indicate whether it describes the Ballinger-Pinchot(BP), Teapot Dome (TD), or neither incident.

   a. ___ Secretary of Commerce was involved and later indicted.

   b. ___ Involved turning over coal and water-power sites.

   c. ___ While controversial, nothing done was illegal.

   d. ___ The official involved resigned under suspicion of illegal activity.

   e. ___ The Secretary of Interior was jailed.

4. The New Deal also passed a number of conservation measures. Circle the statements that describe those measures.

   a. The Public Works Administration built a number of important projects.

   b. The Tennessee Valley Authority built a number of damns to control flooding.

   c. The Forest Reserve Act allowed the President to preserve forest wilderness areas.

   d. The Environmental Protection Agency, though given more powers recently, was created during the New Deal.

   e. The New Deal produced major revisions in private companies ability to obtain logging rights.

5. In recent years the interest in conservation has brought about a wide variety of measures. For the following measures indicate whether they were taken by private (P), local or state governments (G), federal (F), or no agencies.

   a. ___ Farming practices have cut down on soil erosion.

   b. ___ Wilderness areas have been perserved in their virgin state.

   c. ___ Car and industrial air pollution have been reduced through the Clean Air Act.

   d. ___ Many vest pocket parks have been created.

   e. ___ Solar power has come into widespread use, replacing polluting fuels.

6. Following World War II there was a considerable upturn in environmental concern. Circle the statements that describe the reasons for that upturn.

   a. The prosperity that followed World War II made many conservation measures economically feasible.

   b. The growing population has placed additional strain on the resources.

   c. Technological developments have made conservation measures fairly inexpensive.

   d. The examples from abroad showed many Americans what could be done.

   e. The discovery of heavy water pollution as well as water shortages encouraged environmental concern.

7. Given what the experience of America has been, which of the following would be the country most concerned with conservation issues? Circle only one.

a. A country with large undeveloped areas. b. a developing country with many poor people c. a country with little industry d. a country with substanial development.

FORM B

MASTERY TEST

CONSERVATION

Instructions- Write your answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. For questions requiring a fill-in, write the letter of the correct fill-in beside the correct letter on the answer sheet.

1. What were some of the early wasteful practices used by Americans?

   a) Improper land clearance resulted in soil erosion.

   b) Air pollution caused extensive smog.

   c) Strip mining resulted in large areas of devastation.

   d) Wasteful oil drilling practices resulted in much left in the ground.

2. What were the conservation measures passed during Theodore Roosevelt's administration?

   a) Environmental Protection Agency.

   b) Newlands Reclamation Act.

   c) Governor's conference on conservation.

   d) Forest Reserve Act.

3. Which of the following statements describe the Ballinger-Pinchot (B), Teapot Dome (T) or neither incident?

   a)___was fraudulent.

   b)___involved large campaign contributions.

   c)___ was during Taft's administration.

   d)___ one person resigned in protest.

4. What conservation measures were passed during the New Deal?

   a) The Civilian Conservation Corps completed a number of projects.

   b) The Carey Act made money available to purchase endangered lands.

   c) Soil Conservation Act encouraged measures to counter soil erosion and exhaustion.

   d) Yellowstone National Park was created.

5. What are some current conservation measures taken by private (P), state and local (S), Federal (F), or none of the above agencies?

   a)___ Highways have been beautified.

   b)___ Sewage treatment has been improved.

   c)___ The New Homestead Act has encouraged land reclamation.

   d)___ Many areas have systematic forest reforestration projects.

6. What factors have spurred interest in conservation after World War II?

   a) Extensive floods have caused loss of life and property damage.

   b) Economic hard times have encouraged people to invest in conservation and environmental projects.

   c) A single leader focused concern on the environment.

   d) The spread of smog and other air pollution has been worse.

FORM C

MASTERY TEST

CONSERVATION

Instructions: Write your answers on the answer sheet. Circle all letters of statements that are correct answers to the questions. Place the correct letters for the fill-in questions beside the corresponding letter on the answer sheet.

1. What were wasteful practices used by Americans in the 19th century?

   a) Air pollution was a major health hazard.

   b) The release of dangerous chemicals into lakes and streams made most of them unfit for use.

   c) Logging without reforestration caused soil erosion.

   d) Dumping sewage by cities and factories caused health hazards.

2. What were some of the conservation measures taken during Theodore Roosevelt?

   a) The Forest Service was established.

   b) The Forest Reserve Act established wilderness preserves.

   c) The Carey Act released money to the states for the purchase of endangered animals.

   d) Newlands Reclamation Act made money available to reclaim land.

3. What were the characteristics of the Ballinger-Pinchot (B) Teapot Dome (T) or neither incident?

   a)___ involved turning over coal and water-power sites.

   b)___ involved oil.

   c)___ the person involved resigned under investigation.

   d)___ involved logging rights.

4. What conservation measures were passed during the New Deal?

   a) Established an annual Governor's Conference on Conservation.

   b) The Public Works Administration had conservation projects.

   c) A number of damns were built that helped control floods.

   d) The Endangered Species Act made money available for state preserves.

5. What are some current conservation measures taken by private (P), state and local (S), Federal (F), and none of the above agencies?

   a) ___More use is made of low grade mineral ores.

   b) ___Strict environmental regulations are enforced.

   c)___ Oil extraction methods enable more oil to be obtained from a given field.

   d)___ Money is made available for new sewage treatment plants.

6. What are some of the factors that encouraged increased environmental concern after World War II?

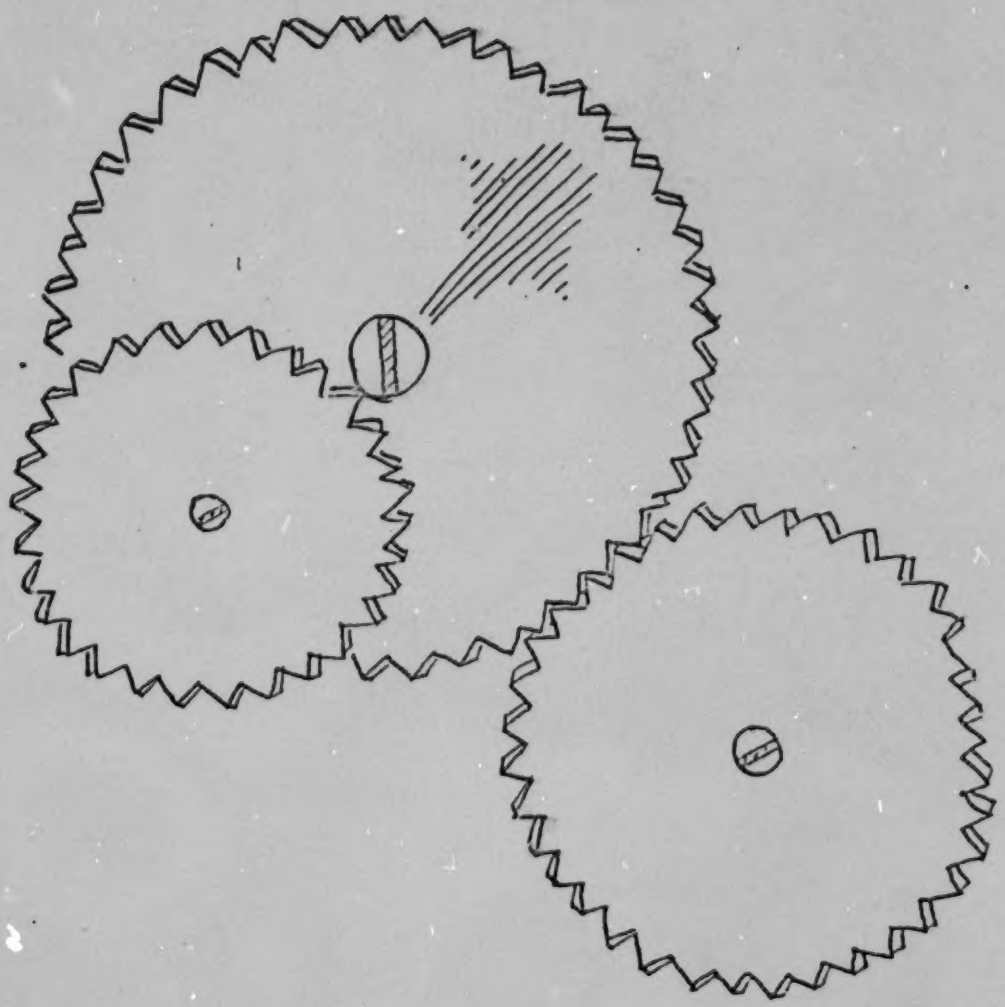
   a) Post-war prosperity made resources available for environmentally related projects.

   b) Education has helped increase environmental concern.

   c) Conservation measures are relatively inexpensive.

   d) Examples from the under-developed countries showed what could be done.

INDUSTRY



FORM A

MASTERY TEST

BIG BUSINESS

1. A number of factors encouraged the development of industry within the U.S. Circle the statements that describe those factors.

   a. The natural resources of the U.S. were large and varied.

   b. Americans have consistently worked longer hours than people in other countries.

   c. The money resulting from large trade surpluses from europe fueled early development.

   d. America's growing population provided a ready market.

   e. During the early period of American development, a number of new energy sources were developed.

2. There were a number of results of industrial development, both good and bad. Circle the statements that describe those developments.

   a. The salaries of most workers fell seriously.

   b. Economic uncertainty increased for most people.

   c. Many new products and services were developed.

   d. The cities grew rapidly.

   e. Production was unable to keep up with the growing population.

3. The corporate form of business organization was adopted by many companies. For the following statements, indicate the advantages (A) of corporation, the disadvantages (D), or neither.

   a. ___ Incorporation allows businesses to escape taxation.

   b. ___ Corporations can raise capital easily.

   c. ___ Corporations are required to make public reports.

   d. ___ Shares are readily transferable.

   e. ___ The earnings of corporations are subject to double taxation.

4. Big businesses organizations have become a fixture on the American scence. Indicate these organization's advantages (A), disadvantages (D), or neither.

   a. ___ Big businesses can set up mass production.

   b. ___ Big businesses tend to eliminate other competition.

   c. ___ The ethical responsibility of big businesses is limited.

   d. ___ The advantages of efficient management are spread further.

   e. ___ Workers are exploited.

5. The government has done a number of things to both assist as well as control business. Indicate the approximate period when each of these measures was begun. Early (E), before 1870; Trust-busters (T), 1890's; New Deal (N), 1930's; current, 1960's; or none.

   a. ___ Established protective tariffs.

   b. ___ Established Consumer Protection Agency.

   c. ___ Established the Interstate Commerce Commission.

   d. ___ Established the Product Safety Commission.

   e. ___ Established the Food and Drug Administration.

6. Based on your knowledge of the factors the encouraged industrial development in the U.S., pick the best recommendation for the situation described.

   In a country with a rich source of natural resources, a growing population, and a variety of enegry sources which of the following is the best recommendation?

   a) decrease worker salaries b) subsidies to new industries
   b) seek aid from foreign governments d) encourage inventions
   e) seek to limit population growth.

FORM B

MASTERY TEST

Business and Industry

Instructions: Write all answers on the answer sheet. Circle the letter of all correct answers. Place the correct fill-in answer besides the corresponding letter on the answer sheet.

1. What were the factors that encouraged industrial development in the U.S. during the 19th century?

   a) Many goverment policies favored industrial development.

   b) Government gave large money subsidies to many industrial concerns.

   c) Aid from foreign governments helped develop the transportation and communication networks.

   d) Introduction of new machinery made for increased production.

2. What were the results of industrial growth during the 19th century?

   a) There was a substanial decrease in leisure time.

   b) Child labor increased substanially.

   c) A number of people made great fortunes.

   d) World trade increased substanially.

3. What are the advantages (A), disadvantages (D) or neither of the corporate form of organization?

   a)___Ability to escape taxes.

   b)___Limited contact with workers and consumers.

   c)___Limited liability.

   d)___Perpetual life.

4. What are the advantages (A), disadvantages (D), or neither large business organizations?

   a)___ Wide distribution systems.

   b)___ Influence over government..

   c)___ Eliminate need for small businesses.

   d)___ Power over consumers.

5, What has government done to either aid or regulate business?

a) Protective tariffs were established.

b) Interstate Commerce Commission regulate transportation.

c) Profit insurance has protected businesses against losses.

d) Public Protection Agency protects the public in both consumer and environment areas.

FORM C

MASTERY TEST

BUSINESS AND INDUSTRY

Instructions: Write the answers on the answer sheet. Circle the letters of all statements that are correct answers. Put the fill-in letters beside the corresponding letter on the answer sheet.

1. What were the factors that encourage industrial growth in the United States during the 19th century?

   a) Easy money policies by the Federal Reserve banks kept interest rates low.

   b) Americans produced a number of inventions.

   c) The growth of the cities reduced the demands for investment.

   d) Improved transportation cut costs.

2. What were the results of industrial growth during the 19th century?

   a) Standards of living increased.

   b) There were a number of economic problems

   c) Workers salaries fell consistently.

   d) Production failed to keep pace with population growth.

3. What are advantages (A), disadvantages (D), or neither of the corporate form of organization?

   a)___ Public reports are made.

   b)___ Executives frequently have limited contact with employees.

   c)___ Capital can be raised more easily.

   d)___ Competition is eliminated.

4. What are the advantages (A), disadvantages (D), or neither of large business organizations?

   a)___ More efficient management is possible.

   b)___ Competition may be eliminated.

   c)___ Workers are sometimes exploited.

   d)___ The overall quality of people is lower.

5. What are some of the things that goverment has done to both aid and regulate business?

   a) Ownership of plants and other productive facilities has been taken over by government.

   b) Patent laws encourage inventions.

   c) The Federal Trade Commission issues cease and desist orders.

   d) Profit controls have frequently limited business expansion

BUSINESS CYCLES

FORM A

MASTERY TEST

BUSINESS CYCLES AND GOVERNMENT FINANCE

1. Attempting to control the business cycle has been an important objective of government for the last 75 years. Circle the statements that describe causes for the business cycle mentioned in AHRT.

   a) Marked reductions in government spending have usually preceded economic contractions.

   b) Natural disasters, such as floods and crop failures, normally precipitate a recession.

   c) Most depressions begin with overproduction and a rise in business inventories.

   d) There is an imbalance between savings and investment with the result that some money sits idle.

   e) Depressions are the result of too many business people making bad management decisions at the same time.

2. Major depressions have had a major impact on many people and their ideas on economic policy. Circle the statements that describe major American depressions.

   a) The immediate cause of the depression of 1873 was the failure of Jay Cooke and Company, a major banking house.

   b) The depression of 1866 resulted from unemployment following the Civil War.

   c) Farmer discontent combined with a lack of worker buying power were the fundemental causes of the depression of 1888.

   d) One of the causes of the depression of 1893 was the overexpansion of railroads and industry.

3. There have been many measures taken to lessen the variations in the business cycle. Circle the statements that describe those measures.

   a) Government tends to reduce its spending in recessions.

   b) The Employment Act of 1946 established as government policy, the goal of full employment.

   c) Government tax policies can be used to counter the business cycle.

3. (con't.)

d) Government can act to accumulate budget surpluses when faced with a recession.

e) Wage and price controls are one tool to halt the business cycle that is widely used.

4. The Federal Reserve System was originally created to help stop the business cycle. Circle the statements that describe the powers of the Federal Reserve Board.

a) The Federal Reserve Board can set the prime rate which is the interest rate that banks charge their best customers.

b) Regulating the size of the budget deficits incurred by the Federal Government is an important power.

c) The Federal Reserve Board can set bank's reserve ratio which is the percent of the total deposits that the bank must keep on hand.

d) Some people consider the Federal Reserve Board's open market operations, its most important power.

e) The Federal Reserve Board sets the maximum interest rates that banks can pay their depositors.

5. Government spending at both Federal and local levels has been increasing rapidly in recent years. Circle the statements that describe reasons for this increase.

a) The increasing U.S. population demands that government expand to keep pace with its expansion.

b) Improvements in technology such as space exploration have become an important government responsibility.

c) American foreign aid expenditures have taken increasingly large shares of the gross national product.

d) Slow economic growth in the private sector has contributed to the increase in government's share of the total product.

e) Subsidies to ailing businesses have increased rapidly as government has come to realize that it cannot let large concerns go bankrupt.

6. Different levels of government obtain their tax revenues from different sources. Identify the taxes from which local (L), state (S), Federal (F), or no governmental units obtain their revenue. More than one governmental unit may obtain important revenues from one form of taxation.

   a) ___ Income tax.

   b) ___ Value added tax.

   c) ___ Property tax.

   d) ___ Payroll taxes.

7. The increasing size and frequency of Federal budget deficits have inspired considerable debate for and against this policy. Indicate whether the statements below represent arguments for (F), against (A), or not related to budget dificits.

   a) ___ Future generations will benefit from improvements made today.

   b) ___ Spending today allows lower taxes in the future.

   c) ___ The voters don't want either higher taxes or reduced government services.

   d) ___ The cost of paying interest is large and increasing.

   e) ___ Inflation will be increased.

8. There are a number of indicators that allow people to make predictions about the future course of the economy. Inventories tell the relation between production and consumption. If inventories are up, then there is over-production. Disposable income measures the amount of money consumers have left to spend after buying necessities. Bank free reserves measure the balance between savings and investment. If they are large, then there is not enough investment demand. Consumer confidence measures people's attitudes toward the future. If it is low, they are worried. These measures correspond to the factors that cause business contractions. Based on the description below, indicate whether the economy is in prosperity (P), recession (R), depression (D), or recovery (RC).

   ___ Inventories are high. Consumer disposable income is low. Bank free reserves are high. Consumer confidence is low.

FORM B

MASTERY TEST

BUSINESS CYCLES AND GOVERNMENT FINANCE

Instructions: Write your answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place fill-in answers beside the proper letter on the answer sheet.

1. What are the causes of the business cycle?

   a) Due to lack of money consumers are not able to buy all of the goods being produced.

   b) There is an overexpansion of the money supply resulting in inflation.

   c) Strikes result in loss production.

   d) As things get worse, people switch from optimism to pessimism, resulting in even less buying.

2. What were some of the major economic contractions or depressions that have occurred in U.S. history?

   a) The depression of 1893 was due in part to fears among businessmen about the stability of the U.S. currency.

   b) The depression of 1929 was due in part to the over expansion of production facilities by American industry.

   c) The depression of 1909 was partly the result of a slow down in trade caused by European War scares.

   d) The depression of 1946 was a result of the relaxation of controls and the influx of servicemen back into civilian life.

3. What are some of the things that help to lessen the variations in the business cycle?

   a) Most businesses make across the board wage cuts when faced with lagging sales so that people do not have to be laid off.

   b) Public works programs can be enacted to increase employment.

   c) The Federal Reserve can use its bank and credit powers.

   d) The money supply can be reduced so that prices do not rise.

4. What are the powers of the Federal Reserve Board?

   a) The Federal Reserve sets the discount rate which is the rate at which banks can borrow from the Federal Reserve.

4. (con't.)

   b) The Federal Reserve can set the rate of interest that banks can pay on money in checking accounts.

   c) The Federal Reserve regulates Savings and Loans.

   d) The Federal Reserve sets the margin requirement for loans on the purchase of stocks.

5. What are some of the reasons that Government spending is increasing so rapidly?

   a) The expenditures for social welfare programs have increased greatly.

   b) The number of employees of the Federal Government has expanded much more rapidly than the population as a whole.

   c) The military expenditures caused by the Cold War have been high.

   d) Employment patterns have shifted requiring a different response.

6. Which of the following taxes is used primarily by local (L), state (S), federal (F) or none of the above governments.

   a)___ Sales tax.

   b)___ Export taxes.

   c)___ Corporate income taxes.

   d)___ Payroll taxes.

7. What are some of the arguments for (F), against (A), or not related to Federal deficit financing?

   a)___ People don't seem to be worried about deficits.

   b)___ Deficit spending shifts the burden onto future generations.

   c)___ Deficits stabilize interest rates.

   d)___ Savings bonds encourage thrift.

FORM C

MASTERY TEST

BUSINESS CYCLES AND GOVERNMENT FINANCE.

Instructions: Write the answers on the answer sheet. Circle the letter of all correct statements. Place the fill-in answers beside the corresponding letter on the answer sheet.

1. What are the causes of the business cycle?

   a) The business cycle is caused by variations in government spending.

   b) During a boom industry overexpands resulting in overproduction.

   c) Workers salaries may not rise fast enough for them to buy the goods that are available.

   d) The stock market lacks the stability for sustained growth.

2. What were the major economic contractions or depressions that have occurred in American history?

   a) The depression of 1866 was due in part to the lack of capital to repair war damage and the re-introduction of a gold-backed currency.

   b) The depression of 1873 was partly due to unsound bank loans and lack of farm purchasing power.

   c) The depression of 1929 was partly due to a failure of worker purchasing power to keep pace and a decline in international trade.

   d) The depression of 1909 was partly due to the rapid rise of prices due to new gold discoveries, but its immediate cause was the failure of the Morgan bank.

3. What are some of the actions that can be taken to lessen variations in the business cycle?

   a) Failing businesses can be given subsidies.

   b) Long range planning by businesses can even out some of the overproduction.

   c) Certain built-in stabilizers like Social Security and unemployment insurance maintain spending.

   d) Farm subsidy payments can be increased to maintain the farmers purchasing power.

4. What are the powers of the Federal Reserve Board?

   a) The Federal Reserve conducts open-market operations.

   b) The level of the Federal deficit is set by the Federal Reserve.

   c)
   c) The Federal Reserve sets the prime rate.

   d) The Federal Reserve set the rate at which its member banks can borrow from. This is called the discount rate.

5. What are some of the reasons for the rapid increase in government spending?

   a) The population of the U.S. has increased rapidly.

   b) The U.S. rate of economic growth has been slow.

   c) Farm subsidies have had to be increased.

   d) Social welfare programs have increased and so has their cost.

6. Which of the following taxes are primary sources of revenue for local (L), state (S), Federal (F) or none of the above governments?

   a)___ Corporate income taxes.

   b)___ Sales taxes.

   c)___ Income taxes.

   d)___ Property taxes.

7. What are some of the arguments for (F), against (A), or not related to Federal deficit spending?

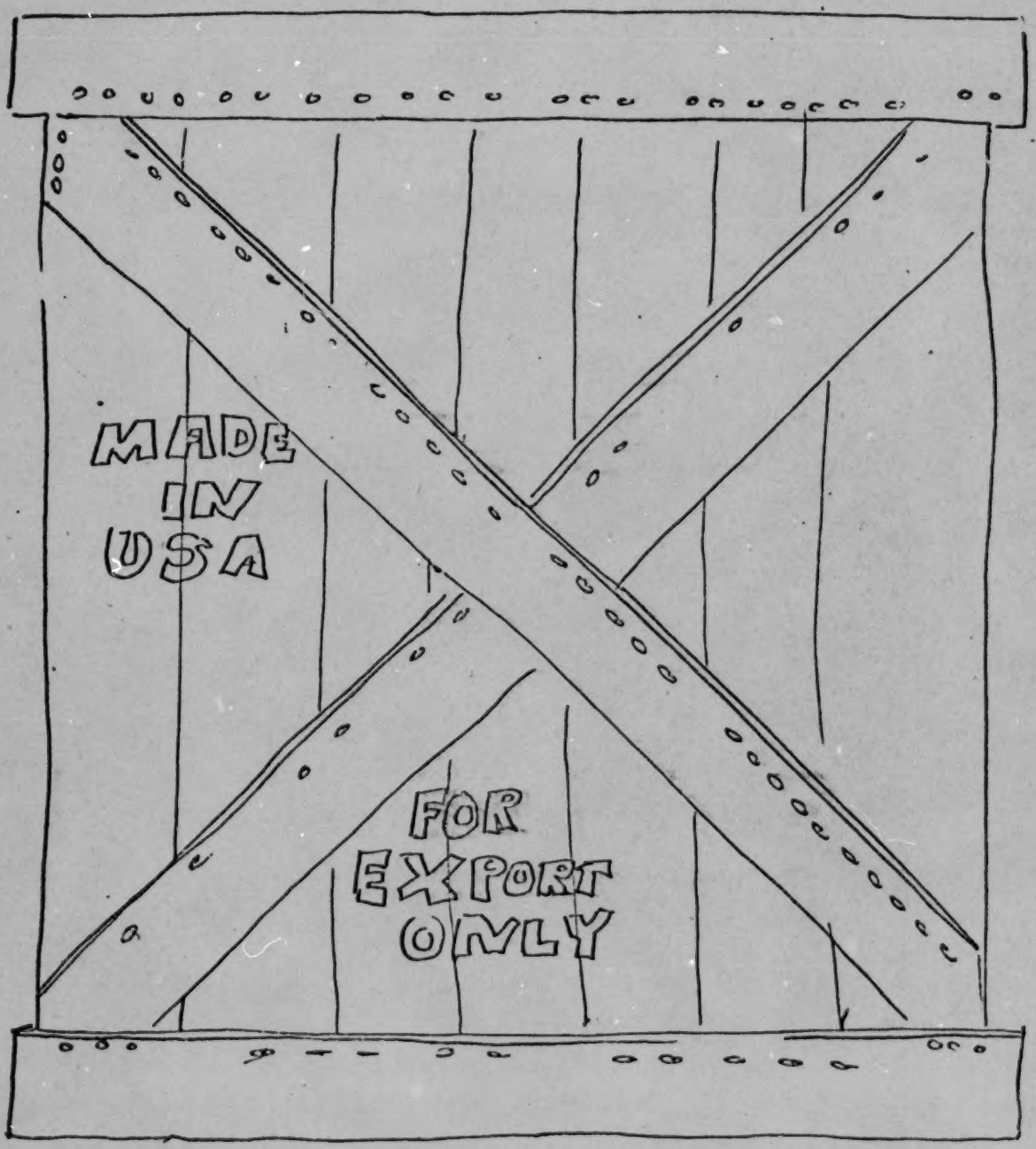
   a)___ The cost of commissions to bankers is high.

   b)___ The government is setting a poor example.

   c)___ People don't want to either raise taxes or reduce services.

   d)___ There is a loss of confidence in the government's financial stability.

FOREIGN TRADE



FORM A

MASTERY TEST

FOREIGN TRADE

1. Barriers to trade have frequently played a major role in both the political and economic life of the U.S. Circle the statements that describe government imposed barriers to trade.

   a) The import duties or tariffs are so high that it doesn't pay to import goods.

   b) The economies of two countries are such that it makes little sense to trade.

   c) The tariff is designed to collect revenue.

   d) The government will not guarantee the credit of foreign purchasers.

   e) The import of a commodity is prohibited.

2. Throughout American history there has been a continual debate over the desireability of protective tariffs. Indicate the statements that represent arguments for (F), against (A), or not related to protective tariffs.

   a) ___ Keep wages high by protecting against cheap foreign labor.

   b) ___ Help newly developing industries to survive.

   c) ___ Improve the American balance of payments.

   d) ___ Discourage specialization thus lowering production.

   e) ___ Reduces competition and encourages monopoly.

3. The balance between free trade and protectionist forces shifted back and forth frequently, and this was reflected in the tariff laws passed. For the laws listed below circle the ones which raised tariffs.

   a) The Tariff of 1816.

   b) The Fordney-McCumber Tariff of 1922.

   c) The Reciprocal Trade Acts, 1934.

4. In recent years the American balance of payments has consistently been negative. Indicate whether the following factors work toward a surplus (S), deficit (D), or neither.

   a) ___ military spending.

   b) ___ tourism.

   c) ___ central bank transfers.

   d) ___ floating exchange rates.

   e) ___ U. S. exports.

5. A piece of tariff legislation is before Congress. Which of the following would you expect to be <u>most</u> supportive of it?

   a) consumers b) farmers c) a business with large foreign sales d) a business which produces goods on which tariffs would be raised.

FORM B

MASTERY TEST

FOREIGN TRADE

Instructions: Write the answers on the answer sheet. Circle the letter of all correct answers to the questions. Write the letter of the correct fill-in answer in the space on the answer sheet.

1. What are some of the barriers to trade that are imposed by the government?

   a) Frequently people in one country are too poor to buy goods from another country.

   b) Import quotas limit the amount of a particular kind of good that can be brought into the country.

   c) Currency controls regulate the amount of money that can be brought into or out of a country.

   d) Production quotas may limit the amount of a good that can be produced.

2. What are some of the arguments for (F), against (A) or unrelated to protective tariffs?

   a)___ Diversification is encouraged.

   b)___ Domestic producers can raise prices.

   c)___ The cost of currency exchange is reduced.

   d)___ Removal may cause dislocations in the economy.

3. Circle the letter of the tariffs listed below that resulted in raises in the level of U.S. tariffs.

   a) The Tarrif of Abominations, 1828.

   b) The Fordney-McCumber Tariffs, 1922.

   c) The Trade Expansion Act, 1962.

4. Which of the following factors work toward a surplus (S), deficit (D), or neither of the above with regard to the U.S. balance of payments.

   a)___ Multi-national corporations.

   b)___ Foreign loans and investments.

   c)___ Investment and loan income.

   d)___ Economic aid.

FORM C

MASTERY TEST

FOREIGN TRADE

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place the fill-in letters in the correct space on the answer sheet.

1. What are some of the barriers to trade imposed by the government?

   a) Protective tariffs are designed to keep foreign goods out of the domestic market.

   b) A revenue tariff is designed to obtain tax revenues without unduely restricting the amount of trade.

   c) Direct controls generally prohibit the importation of a particular good.

   d) Subsidies to exporters are designed to help sell more goods.

2. What are the arguments concerning protective tariffs for (F), against (A) or neither of the above?

   a)___ Tourism is reduced.

   b)___ American exports are hurt.

   c)___ Relations with foreign countries may be hurt.

   d)___ The U.S. became a leading industrial power.

3. Which of the following Tariff Laws increased tariffs?

   a) The Tariff of 1833.

   b) The Morrill Tariff Act, 1861.

   c) The Hawley-Smoot Tariff, 1930.

4. Which of the following factors helps bring about a surplus (S), deficit (D), or neither of the above in the American balance of payments.

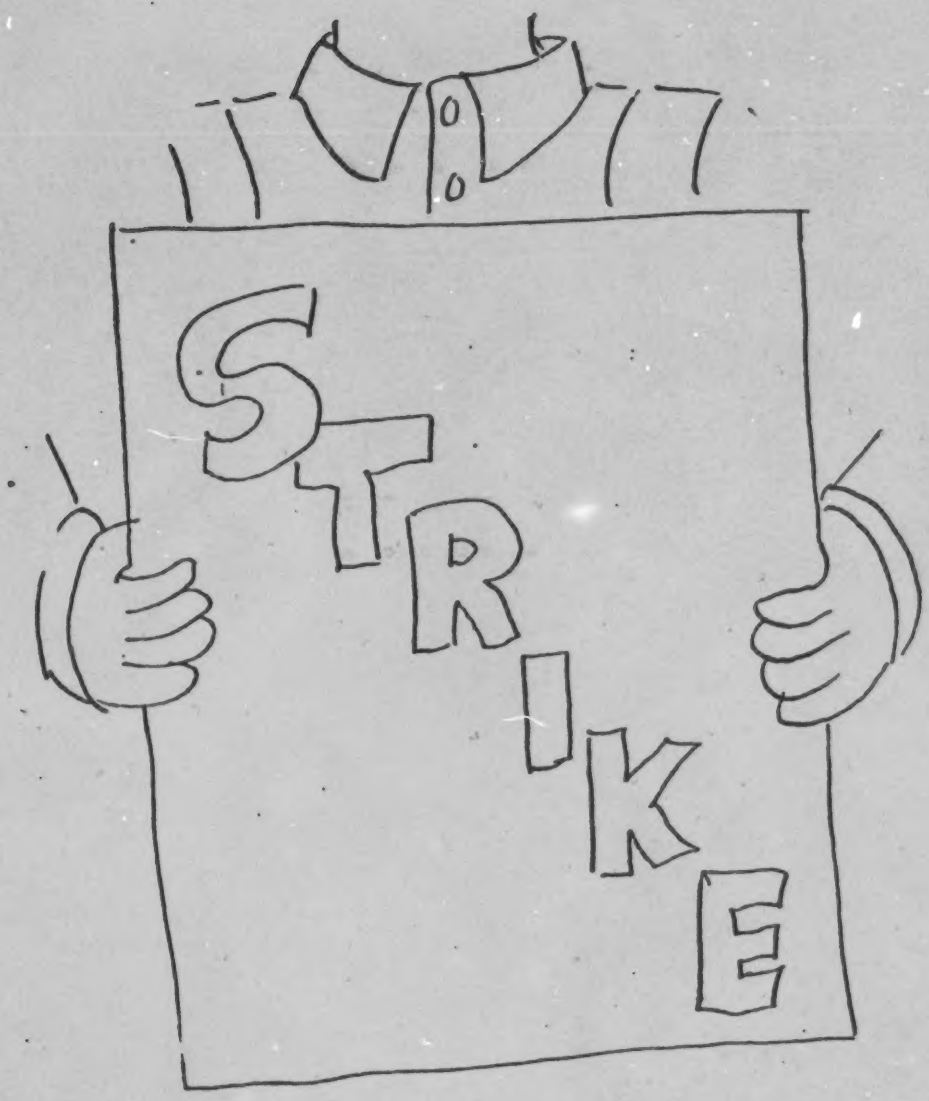
   a)___ Special Drawing Rights (SDR's).

   b)___ Foreign Euro-dollar accounts.

   c)___ Imports.

   d)___ Exports.

UNIONS



FORM A

MASTERY TEST

DEVELOPMENT OF UNIONS

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place fill-in letters by the correct letter on the answer sheet.

1. What were the reasons for the decline of the Knights of Labor?

   a) They severely restricted their membership.

   b) They were involved in a number of unsuccessful strikes.

   c) The National Association of Manufacturers resisted their progress.

   d) They established worker cooperatives; many of which failed.

2. What were some of the characteristics of the Knights of Labor (K), the American Federation of Labor (A), the Congress of Industrial Organization (C) or none of the above?

   a)___ Was organized in the 1930's.

   b)___ Was organized in the early 1900's.

   c)___ Was strongest in the 1880"s.

   d)___ Was restricted to unskilled workers.

3. What are some of the reasons that people do not join unions?

   a) Anti-union sentiment is strong among some employers.

   b) Many unions have very high dues.

   c) Many unions have been infiltrated by the communists.

   d) Many workers already have working conditions that seem fine to them.

4. Which of the following are goals common to labor and management (C), of labor (L), of management (M) or none of the above?

   a)___ Compulsory arbitration.

   b)___ Higher wages and shorter working hours.

   c)___ Hire, fire and promote by its own standards.

   d)___ Continuation of the American system.

5. Which of the following practices is a weapon of labor (L), weapon of management (M), a cooperative method (C), or not a method of settling labor-management disputes?

   a)___ Publicity.

   b)___ Financial reserves.

   c)___ Arbitration.

   d)___ A fact-finding board.

6. What are the costs of a strike?

   a) The workers lose the pay that they would have received.

   b) Consumers can't get the products of the company being struck.

   c) Competing companies lose business.

   d) The quality of the product falls.

FORM B

MASTERY TEST

DEVELOPMENT OF UNIONS

Instructions: Write all answers on the answer sheet. Circle the letter of all statements which are correct answers to the questions. Place fill-in letters by the corresponding letter on the answer sheet.

1. What were the reasons for the decline of the Knights of Labor?

   a) Their founder died.

   b) They admitted many unskilled workers.

   c) Many of their cooperatives failed.

   d) The rise of the American Federation of Labor resulted in the defections of many of their members.

2. What are the characteristics of the Knights of Labor (K), American Federation of Labor (A), Congress of Industrial Organizations.(C), or none of the above organizations?

   a)___ Developed worker cooperatives.

   b)___ Organized many public employees.

   c)___ Organized industrial workers.

   d)___ Organized many skilled workers.

3. What are the reasons that many workers don't join unions?

   a) Their working conditions are satisfactory.

   b) Unions practice restrictive membership policies.

   c) So-called "Yellow Dog" contracts prevent them from joining.

   d) Industrial unions are too small to do much good.

4. Which of the following goals is common to both labor and management (C), a labor goal (L), a management goal (M), or none of the above.

   a)___ Job security.

   b)___ An expanding economy.

   c)___ An open shop.

   d)___ A system of check-off payments.

5. Which of the following techniques for resolving labor-management disputes are weapons of labor (L), weapons of management (M), cooperative methods (C), or none of the above?

   a)___ The strike fund.

   b)___ Mediation.

   c)___ Boycotts.

   d)___ Strikebreakers.

6. What are the costs of a strike?

   a) Companies lose the interest that they must pay during the strike.

   b) The production that would have occurred is lost.

   c) There is bad publicity for the company and the union.

   d) Workers lose the leisure time that they would have had.

FORM C

MASTERY TEST

THE DEVELOPMENT OF UNIONS

1. Labor unions have played an important role in the economic situation in the U.S. Indicate the characteristics of the Knights of Labor (K), the American Federations of Labor (A), the Congress of Industrial Organizations (C), or none of the above.

   a) ___ represented predominantly skilled workers.

   b) ___ were generally communist controlled.

   c) ___ were the main users of the sit-down strike.

   d) ___ organized workers of all types and businesses in one local.

   e) ___ were primarily oriented to gaining better pay and working conditions.

2. The Knights of Labor was a fairly large early union that failed. Circle the reasons associated with its decline.

   a) It became involved in a number of major strikes that failed.

   b) The depression of 1888 caused many of its members to lose their jobs.

   c) It restricted its membership, thus limiting its appeal.

   d) The Haymarket affair turned public and governmental opinion against it.

   e) Government suppressed it as an illegal organization.

3. The majority of American workers do not belong to unions. Circle their reasons for not belonging.

   a) For many occupations unions do not seem appropriate.

   b) The high dues charged by unions frequently don't seem worth it.

   c) Many people are opposed to closed shop agreements.

   d) Infiltration of many unions by communists worries many workers.

   e) Many employers are anti-union and work hard to combat union organizational drives.

4. While labor and management have many points of difference, they also share some common goals. Indicate the goals that are common (C), management (M), labor (L) or none of the above.

   a) ___ ability to make decisions without interference.

   b) ___ being the sole bargaining unit.

   c) ___ having disputes arbitrated.

   d) ___ a prosperous economy.

   e) ___ having good working conditions.

5. Labor-management disputes can end up being very expensive for both sides. There are a number of techniques that can be used to settle them peacefully. Indicate which of the following statements describe a cooperative method of settlement (C), a weapons of labor (L), a weapon of management (M) or none of the above.

   a) ___ employees can be hired to replace the ones that left.

   b) ___ collective bargaining can be used.

   c) ___ an injunction can be ogtained.

   d) ___ the workers can leave their jobs.

   e) ___ people can be encouraged to boycott products.

6. When strikes do occur, they can impose costs on many different groups. Circle the statements that describe costs of a strike.

   a) Companies lose revenue.

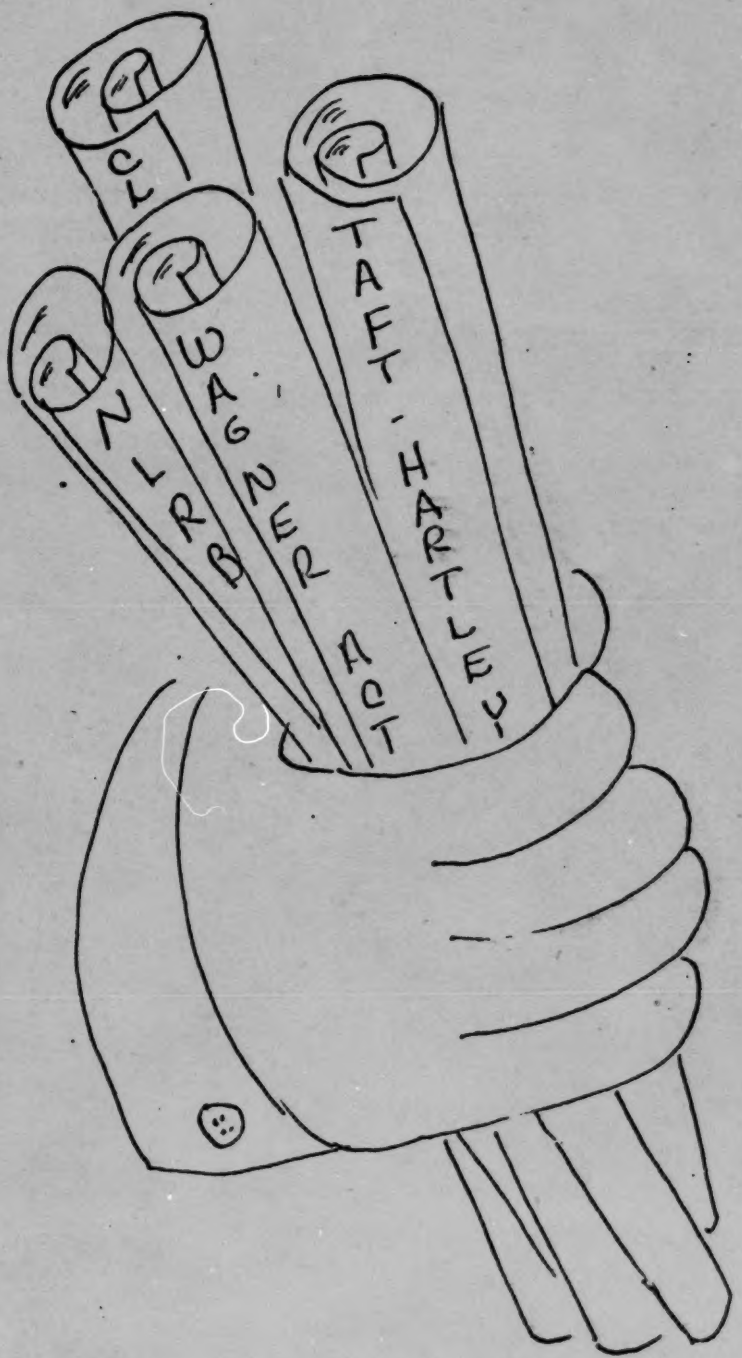
   b) Competing companies are hurt.

   c) Consumers cannot obtain the products that they need.

   d) Product quality tends to fall.

   e) Government loses tax revenues.

LABOR LEGISLATION



FORM A

MASTERY TEST

LABOR LEGISLATION

1. During the early part of the 20th century prior to the New Deal, there were a number of important pieces of labor legislation passed. Circle the statements that describe these laws.

   a) The Sherman Anti-trust Act protected unions from trusts.

   b) Workman's compensation laws helped workers if they were unemployed.

   c) The Department of Labor was created to promote the welfare of workers.

   d) The Adamson Act established the 8 hour day for railway workers.

   e) The Collective Bargaining (Teller) Act was passed.

2. During the New Deal union membership expanded rapidly. This was partly due to the effect of new laws. Circle the statements that describe the labor legislation passed during the New Deal.

   a) The National Labor Relation Act prohibited employers from interfering with union organizers.

   b) The Labor Assistance Commission provided training for labor leaders.

   c) The War Manpower Commission required several employers to accept unions in order to avoid disruption of war production.

   d) The Wagner Act prohibited employers from interfering in union operations.

   e) The Fair Labor Standards Act established minimum wages.

3. After World War II a number of criticisms of unions were voiced. Indicate whether the Taft-Hartley (TH), Landrum-Griffin (LG), both (B), or neither law responded to the criticisms listed below.

   a) ___ Lack of union democracy.

   b) ___ Opposition to labor-saving machinery.

   c) ___ Lack of financial statements.

   d) ___ Limits to membership.

4. There are a number of problems and trends that may have substanial effect on the labor movement. Circle the statements that describe those trends or problems.

   a) The A.F.L.-C.I.O. is experiencing internal dissension.

   b) Right-to-Work laws limit union's ability to expand in certain states.

   c) Most unions seem to lack the ability to organize new areas.

   d) Inflation can decrease real wages even while money wages are going up.

   e) The check-off system is in serious trouble.

5. If a new piece of labor legislation enjoyed wide support among both businesses and unions, what effect would you expect it to have on union membership? Circle the best answer.

   a) increase union membership substanially b) increase union membership marginally c) little effect
   d) decrease union membership e) none of the above.

FORM B

MASTERY TEST

LABOR LEGISLATION

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place the fill-in letter beside the letter corresponding to the correct one on the answer sheet.

1. What were some of the pieces of labor legislation passed prior to the New Deal?

   a) The Clayton Anti-trust Act exempted unions from the anti-trust laws.

   b) The Railroad Relief Act provided benefits to railroad unions.

   c) The Morgan Act provided for federal subsidies to new unions.

   d) The Norris-LaGuardia Act prohibited so-called "Yellow Dog" contracts.

2. What were some of the pieces of labor legislation passed during the New Deal?

   a) The National Labor Relations Act prohibited companies from spying on unions.

   b) The Wagner Act prohibited companies from organizing company unions.

   c) The Labor Assistance Commission provided training for union organizers.

   d) The Johnson Act prohibited many practices of unions that were held to be unfair labor practices.

3. After World War II there were a number of criticisms of unions. Which of the following criticisms were dealt with by the Taft-Hartley (T), Landrum-Griffin (L), both (B), or neither of the above laws.

   a)___ Union opposition to labor-saving machinery.

   b)___ Communist influence over some unions.

   c)___ Racketeer influence in some unions.

   d)___ Unions restrictions on membership.

4. What are some of the trends and problems that exist within the labor movement?

   a) Recognition of the legitimacy of fringe benefits.

   b) The political influence held by most union leaders.

   c) Failure of most unions to expand their membership.

   d) The practice of many craft unions of excluding blacks and other minorities from membership.

FORM C

MASTERY TEST

LABOR LEGISLATION

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place the letter of the correct fill-in answer by the corresponding letter on the answer sheet.

1. What were some of the pieces of labor legislation that were passed prior to the New Deal?

   a) The Department of labor was established.

   b) The Teller Act required collective bargaining in all industrial plants.

   c) Eight hour days for railroad employees were required by the Adamson Act.

   d) Compulsory Arbitration of certain labor disputes was required by the Sherman-Mcgowan Act.

2. What were some of the labor legislation that was passed during the New Deal?

   a) The NIRA forbid strikes in certain key industrial areas.

   b) Mandatory Social Security was established.

   c) The War Manpower Commission was established to supervise collective bargaining.

   d) Fair Labor Standards Act established a minimum wage.

3. After World War II there were a number of criticisms made about the labor movement. Which of these criticisms were dealt with by the Taft-Hartley (T), Landrum-Griffin (L), both (B), or neither of these laws?

   a)___ Lack of union democracy.

   b)___ Featherbedding by unions.

   c)___ The large number of jurisdictional strikes.

   d)___ Lack of Union responsibility for actions of its members.

4. What are some of the problems and trends within the labor movement?

   a) Seeking to obtain a guaranteed annual wage.

   b) Increasing communist influence.

   c) Strikes against the public welfare.

   d) Increasing militancy among members.

FORM A

ISSUES IN GROWTH

POST-TEST

Instructions: Write all answers on the answer sheet. For each statement indicate whether it is true (T) or false (F).

THE FRONTIER

1. One of the major reasons that Americans migrated west during the period 1865-1890 was the excitement and adventure that existed.

2. Many people moved west during the years 1865-1890 because the life was easy and there was little effort involved.

3. One of the major migrations to the west were immigrants from Ireland fleeing the famine of 1885.

4. Another major migration was gold rush in the Black Hills of South Dakota in 1875.

5. The Plains Indians developed considerable hostility towards whites as a result of the widespread killing of the Buffalo.

6. Another important aspect of Plains Indian hostility was the destruction of their crops by white hunters.

7. One of the factors that made possible final settlement of the Great Plains was the ability to raise sheep which encouraged many European immigrants to settle.

8. Another factor that made final settlement possible was the development of barbed wire and better plows.

9. Frederick Jackson Turner thought that one of the effects of the Frontier on American life was the strong interest in conservation shown by early Americans.

10. Turner also thought that nationalism was a natural result of Frontier life.

11. One of the criticism's of Turner's theory was that England was able to develop democracy without a Frontier.

12. Another criticism of Turner's theory was that the industrial revolution had encouraged the development of the Frontier.

AGRICULTURE

13. The revolution in agriculture tended to cause a shift away from American sales of food to foreign countries.

14. The agricultural revolution resulted in farmers becoming less self-sufficient.

15. One of the farmer complaints after the Civil War was was credit was insufficient or available only at high interest rates.

16. Another major farmer complaint was the lack of farm workers due to the movement of people to the cities.

17. One of the organizations that farmers supported after the Civil War was the Grange.

18. The National Organization of Farmers also appealed to many farmers after the Civil War due to its strong fight for Federal relief programs.

19. In the election campaign of 1896 the populists supported Bryan.

20. Bryan was also nominated by the Republican Party in that same year.

21. One of the major policies of the New Deal was to require farmers to put their land in the Soil Bank.

22. One of the farm policies of recent administration has been to reduce price support and provide direct subsidy payments to farmers.

23. The farm policies of the New Deal raised American farm prices above world levels causing American farmers to lose export sales.

24. In recent years farm prices have tended to rise more slowly than the general price level.

CONSERVATION

25. One of the wasteful practices followed by Americans in the early years of the country was to mine rich mineral deposits while ignoring poorer ones.

26. Another wasteful practice during the early years of American history was the heavy use of insectisides.

27. One of the conservation measures taken by Theodore Roosevelt was to put millions of acres of forest into reserve.

28. Yellowstone National Park was created during Theodore Roosevelt's administration.

29. One of the conservation measures passed during the New Deal was the Forest Reserve Act which provided for keeping certain areas in a wilderness state.

30. Another important New Deal conservation measure was the Newland Reclamation Act which provided for the sale of Federal lands to finance irrigation projects.

31. The Ballinger-Pinchot controversy involved a number of illegal acts that were never prosecuted.

32. The Teapot Dome scandal involved oil reserves.

33. The renewed interest in conservation after World War II was partly caused by the increase in air pollution.

34. Another reason for interest in conservation after World War II was the economic hard times that led many people to appreciate nature again.

35. One of the post-World War II conservation measures taken by private companies has been the mining of low grade mineral ores.

36. Many state governments have become involved in reforestration projects in recent years.

BIG BUSINESS

37. The development of industry in the United States has been encouraged by government policies favoring industrial development.

38. Another major factor in the development of American industry is the fact that American workers have consistently worked longer and harder than workers in foreign countries.

39. One of the results of the industrial revolution is that a number of business leaders accumulated great wealth.

40. At the same time great fortunes were being made the average standard of living fell.

41. One of the advantages of incorporation is that the corporation is not affected by the death of one of the part owners.

42. A disadvantage of corporation is that the corporation is subject to double taxation.

43. One of the abuses of big business is its ability to sell products throughout the entire nation.

44. Another abuse by big business is its ability to force consumers to pay higher prices.

45. One of the first government regulatory agencies was the Interstate Commerce Commission which regulates railroads.

46. Another important Federal regulatory agency is the Consumer Protection Agency which has the power to oversee other regulatory agencies.

BUSINESS CYCLES AND GOVERNMENT FINANCE

47. One of the major causes of business cycles are natural disasters like floods and hurricaines.

48. Depressions are frequently compounded and deepened by the pessimism that sets in.

49. The depression of 1866 was caused by the collapse of the Southern economy combined with the reintroduction of gold currency in the north.

50. The depression of 1893 was caused by continued low agricultural prices and concern over the stability of the dollar.

51. In order to lessen variations in the business cycle corporate planner try to plan ahead and gear production plans to avoid over-production.

52. Congress can lessen variations in the business cycle by the tax policies that it enacts into law.

53. The Federal Reserve Board sets the amount of the Federal deficit spending.

54. The Board of Governors of the Federal Reserve Banks can set the discount rate.

55. Goverment spending has increased rapidly in past years due to the slow rate of growth in the economy.

56. One of the reasons for increased government spending has been spending on social welfare programs.

57. The property tax is the main source of revenue for local governments.

58. One of the major sources of Federal government revenue is the sales tax.

59. One of the arguments against deficit spending is that it over stimulates the economy.

60. Another argument against deficit spending is that it causes people to lose confidence in the financial stability of the government.

FOREIGN TRADE

61. Protective tariffs are one form of government imposed barriers to trade.

62. Laws controlling the amount of currency that can be taken out of the country are another government barrier to trade.

63. Production quotas are an important government barrier to world trade.

64. One of the arguments for barriers to trade was that they stimulate competion.

65. An argument against barriers to trade is that they prevent new industries being started.

66. Another argument against barriers to trade is that they cause bad relations with other countries.

67. The Tariff of 1816 raised tariffs..

68. The Fordney-McCumber Tariff Act of 1922 lowered tariffs slightly.

69. The Hawley-Smoot Tariff of 1930 raised tariffs to their highest levels in American history.

70. Tourism has been one of the things that had tended to produce a deficit in the U.S. balance of payments.

71. American exports earn money for the U.S. and work toward a surplus in the U.S. balance of payments.

72. Income from U.S. loans and investments in foreign countries works toward a deficit in the U.S. balance of payments.

DEVELOPMENT OF UNIONS

73. The Knights of Labor gained their main strength in the 1880's.

74. The American Federation of Labor was the main user of the sit-down strike.

75. One of the causes of the decline of the Knights of Labor was the the American Federation of Labor won away many of its members.

76. Another cause of the decline of the Knights of Labor was their involvement in a number of unsuccessful strikes.

77. Many American workers have not joined unions because their employers are strongly opposed to unions.

78. Another reason that many workers are not in unions is the closed shop which is not open to union members.

79. One of the goals that is common to both labor and management is an expaning economy.

80. One of labor's most consistent goals has been the arbitration of disputes.

81. One of the cooperative methods for solving a labor-management dispute is by establishing a board to mediate the dispute.

82. One of labor weapons in a labor-management dispute is the lock-out.

83. One of the ways that a company is hurt by a strike is that it must continue to pay interest on its debt.

84. Government is hurt by strikes because it cannot collect taxes from the company or the workers.

LABOR LEGISLATION

85. The Adamson Act which established the 8 hour day for railway workers was an important piece of labor legislation passed prior to the New Deal.

86. Another pre-New Deal labor law was the Norris-LaGuardia Act which outlawed contracts which forbid employees from joining unions.

87. The Mahon Act which required compulsory arbitration for public employee strikes was another pre-New Deal law.

88. One New Deal labor law was the Wagner Act which prohibited employer blacklisting of union members.

89. The Fair Labor Standards Act established the requirement to pay extra for overtime work. It was passed during the New Deal.

90. The Labor Assistance Commission which was established during the New Deal trained union organizers.

91. The Taft-Hartley Act worked to remove limits that unions had placed on their membership.

92. The Taft-Hartley Act ended union opposition to laborsaving machinery.

93. Only the Landrum-Griffin Act dealt with Communist influence in some unions.

94. One of the problems faced by the labor movement is internal dissension within the A.F.L.-C.I.O.

95. Another serious trend is the increasing political influence of unions.

96. Many craft unions have resisted integration and continue to discriminate against Negroes.

CHANGE

TEST MANUAL

John E. Bailey III

NOVA UNIVERSITY

Fort Lauderdale, Florida

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TABLE OF CONTENTS

A Rise to World Power

Pre-test

Unit 1 - Mastery Tests

Unit 2 - Mastery Tests

Unit 3 - Mastery Tests

Unit 4 - Mastery Tests

Unit 5 - Mastery Tests

Unit 6 - Mastery Tests

Unit 7 - Mastery Tests

Unit 8 - Mastery Tests

Post-test

Issues in Growth

Pre-test

Unit 9 - Mastery Tests

Unit 10 - Mastery Tests

Unit 11 - Mastery Tests

Unit 12 - Mastery Tests

Unit 13 - Mastery Tests

Unit 14 - Mastery Tests

Unit 15 - Mastery Tests

Unit 16 - Mastery Tests

Post-test

A RISE TO WORLD POWER

Unit 1 - The Growth of Industry

Unit 2 - The Farmer and Worker

Unit 3 - Progressivism

Unit 4 - Foreign Policy

Unit 5 - The Twenties

Unit 6 - The Depression

Unit 7 - The New Deal

Unit 8 - World War II

A RISE TO WORLD POWER

PRE-TEST

GROWTH OF INDUSTRY

1. The industrial revolution has had a number of far reaching effects. Circle the letter of the statements that describe its effects.

   a) Most workers' salaries fell consistently in the early stages.

   b) There was a marked decrease in leisure time for the lower classes.

2. The United States government supported the growth of business in a number of ways. Circle the letter of the statements that describe that support.

   a) Land was given to help finance the development of the railroads.

   b) The government maintained domestic peace and order.

3. A number of factors worked to support the industrial development of the U.S. Circle the letter of statements describing those factors.

   a) The growth of the cities provided ready markets.

   b) Most of the profit of early firms was re-invested in further growth.

4. Circle the letter of the statements that are accurate identifications of the person or word in them.

   a) J.P. Morgan was a leading investment banker and financier.

   b) A monopoly is where a company is an exploiter of its workers.

FARMERS AND WORKERS ORGANIZE

5. The continuing revolution in agriculture has produced a number of changes. Circle the letter of the statements describing those changes.

   a) Due to increased productivity the amount invested in farms could be reduced.

   b) The amount of people working on farms peaked and then fell steadily.

6. In the period following the Civil War a number of farmers voiced complaints. Circle the letter of the statements that describe those complaints.

   a) Due to high taxes the farmer could never get enough money to pay his debts.

   b) There was a continual shortage of the equipment needed to farm properly.

7. In response to this farmer unhappiness a number of organizations emerged. Circle the letter of statements that describe these organizations.

   a) The Grange provided a social setting as well as a vehicle for political action.

   b) The Greenback Party sought to obtain the inflation that some farmers wanted.

8. The early unions set much of the tone for today's labor movement. Indicate the statements that describe the Knights of Labor (K), the International Workers of the World (I), the American Federation of Labor (A) or none of the above.

   a) ___ concentrated on issues concerning pay and working conditions.

   b) ___ focused on organizing public employees.

9. The unions faced an up-hill struggle during the 19th century. Circle the statements that describe the factors that contributed to their slow growth.

   a) Closed shop agreements prevented many union workers from getting jobs.

   b) The courts often ruled that unions were criminal conspiracies.

10. Despite their troubles union membership did grow. Circle the letter of statements describing the pattern of this growth.

    a) Unions made steady progress with few dramatic leaps or falls.

    b) The shift in government attitude after 1902 encouraged growth.

11. Circle the letter of statements that correctly identify the person or words listed below.

    a) Samuel Gompers was the head of the A.F.L.

    b) An injunction is a Presidential order.

PROGRESSIVISM

12. The rapid growth of the cities produced a number of serious urban problems. Circle the letter of the statements that describe those problems.

    a) The fumes from industrial plants caused serious air pollution.

    b) High taxes needed to pay for urban services often fell most heavily on the poor.

13. The muckrakers used sensationalist publicity to expose bad practices. Circle the letter of the statements that describe the muckrakers.

    a) Ames Doman wrote the Children of Terror.

    b) The practices whereby Standard Oil attempted to achieve monopoly were exposed by Ida Tarbell.

14. One of the practices that the progressives attacked most vehemently was political bossism. Circle the letter of the statements describing political bosses.

    a) Political bosses frequently rise to power through buying the appointments that they need.

    b) Political bosses can make large sums of money through having inside information.

15. Theodore Roosevelt was one of the national leaders who was a progressivist. Circle the statements that describe actions that he took as President.

    a) In response to the muckrakers the Food and Drug Agency was established.

    b) The Northern Securities anti-trust case was pushed to a successful conclusion.

16. In 1912 Roosevelt ran for President on the Progressive Party ticket. Circle the letter of statements that describe the Party Platform.

    a) The Progressive Party supported a program of soil conservation.

    b) The Progressive Party supported protective tariffs in order to protect jobs.

17. Woodrow Wilson who was elected as a result of the split within the Republican Party was also a progressivist. Circle the statements that describe legislation passed during his administration.

a) The formation of U.S. Steel Corporation was temporarily blocked.

b) The Clayton anti-trust act which exempted unions from anti-trust legislation was passed.

FOREIGN POLICY

18. Around 1890 a great debate raged over U.S. foreign policy. Indicate which of the arguments represent traditional (T), interventionist (I), or neither viewpoint.

a) ___ The bigger military would be a drain on resources.

b) ___ People were unfit to govern themselves.

19. The Spanish-American War marked a turning point in U.S. foreign policy. Circle the letter of the statements that describe the reasons the U.S. went to war.

a) The Spanish government's ultimatum demanding an end to U.S. meddling spurred Congress to declare war.

b) U.S. trade was said to be threatened by the Spanish actions.

20. Around the same time period the U.S. annexed Hawaii at the request of business men there. Circle the letter of statements that describe reasons given for that annexation.

a) The Anglo-Saxons are the nation-builders of the world.

b) England would have annexed it if the U.S. did not.

21. The period around the turn of the century was tense in Europe, and culminated in World War I. Circle the letter of the statements that describe the causes of World War I.

a) The proximate cause of World War I was the crisis in Morocco between France and Germany.

b) Once the war had started the system of alliances made it grow.

22. A number of factors worked for and against U.S. participation. Indicate statements that represent arguments for (F), against (A) or unrelated to U.S. participation.

22. (con't.)

a) ___ The British reporting of the German atrocities in the Netherlands shocked many Americans.

b) ___ Many Americans felt that both sides had violated American neutrality.

23. Eventually the U.S. did enter World War I. Circle the statements that describe the role the U.S. played in the fighting.

a) U.S. forces were enough to turn the tide against the Germans.

b) Due to prior preparations the U.S. was able to put significant forces in Europe soon after the declaration of war.

THE 1920's

24. The 1920's were a period in which many behavior norms were changing. Circle the letter of the statements that describe changes that occurred.

a) It was during the 1920's, rather than later, that the real sexual revolution occurred.

b) Women gained the vote as well as better acceptance in work and other male dominated activities.

25. Technological innovations such as the automobile, movies and radio had a considerable impact on leisure activities and traditional values. Circle the letter of the statements that describe these effects.

a) The mobility provided by the auto had considerable impact on courting.

b) Exposure to violence in movies was linked by studies to increase in violent crime.

26. The economic situation throughout most of the 20's was good. Indicate the factors in the economic situation that strengthen (S), weaken (W) or had no effect on it.

a) ___ The development of the aluminium industry provided jobs.

b) ___ Foreign competition was a constant trouble in many segments of the economy.

27. The Republicans controlled the Presidency throughout the 1920's. Circle the letter of the statements that describe those administrations.

    a) Despite the general boom housing lagged and the Republicans supported subsidies for builders.

    b) The trend toward freer trade was reversed and tariffs raised.

THE DEPRESSION

28. The most serious depression in U.S. history ran began in 1929.. Circle the letter of statements that describe its causes.

    a) Crop failures and floods were major factors.

    b) The run up of stock prices based on heavily margined purchases had little resistance to any set-back.

29. Shortly after his inauguration President Hoover was faced with the beginnings of the depression. Circle the statements that describe his philosophy for dealing with it.

    a) The primary place for action should be with local government.

    b) The Federal government should act only as a last resort.

30. Despite his stated opposition to Federal actions Hoover did take a number of actions. Circle the statements that describe these actions.

    a) Legislation providing for public works was enacted.

    b) A major cut in non-essential government spending was made.

31. The length and severity of the depression wrought major hardships on many families. Circle the letter of the statements that describe these hardships.

    a) Many people were eventually left with no place to sleep.

    b) In many cases people were unable to move to better situations because of a lack of transportation.

32. Despite the hardships most people survived. Circle the letter of statements that describe methods families used to survive.

32. (con't.)

a) The shift from farm to the city was reversed with many people returning to self-sufficient farming.

b) For a while there were government work projects on which a person could be hired.

33. The hardships of the depression had an impact on many people's values and attitudes. Circle the statements that describe such changes.

a) There was a move toward belief in the power of individual, ~~mutual self-help~~.

b) Many people became more willing to accept relief or charity.

THE NEW DEAL

34. President Franklin Roosevelt's phil . . . to government's role in society differed from Hoover's. Circle the letter of the statements that describe his philosophy.

a) Industry and business groups should be encouraged to work together cooperatively.

b) Detailed government regulation of most phases of business is necessary.

35. The New Deal consisted of a number of legislative programs. Circle the letter of the statements that describe those programs.

a) Young people between 18 and 25 were enrolled in the Civilian Conservation Corps.

b) The National Recovery Administration suspended anti-trust laws.

36. These programs considerably increased the Federal government's involvement in the economy. Circle the letter of the statements that describe the effect of the New Deal.

a) Unemployment remained high throughout the 1930's.

b) Government ownership of the means of production increased dramatically.

WORLD WAR II

37. There were a number of international crises in which the U.S. failed to intervene. Circle the statements that describe those crises.

a) The Italians invaded and eventually subdued Ethiopia.

b) Sparring between the Dutch and Japanese in East Asia culminated in the Java incident.

38. In order to prevent further U.S. involvement in foreign wars Congress passed a strict set of neutrality laws. Circle the statements that describe the provisions of those laws.

a) American citizens were allowed to travel on the ships of belligerent nations only at their own risk.

b) The President was authorized to forbid arms shipments to warring countries.

39. Despite the laws there was a continuing debate over whether the U.S. should support the allies. Indicate the statements that present arguments for (F), against (A) or unrelated to this debate.

a) ___ U.S. foreign trade and economic ties would be hurt.

b) ___ U.S. military preparedness was inadequate.

40. A number of events abroad encouraged the U.S. to support the Allies. Circle the letter of the statements that describe those events.

a) The Munich crisis raised the possibility that Nazi expansion would continue.

b) Allied loss of the Battle of Britain removed a major bulwark against the Axis powers.

41. These events encouraged the U.S. to support the allies with measures short of war. Circle the letter of statements describing this help.

a) After the German invasion, the U.S. provided aid to the Soviet Union.

b) Japanese assets within the U.S. were frozen.

42. Once in World War II the U.S. played an important role. Circle the letter of the statements that describe the course of military events during World War II.

    a) The strategy of the western allies was to attack the "soft under-belly" of Europe and link up with the Russians through Italy.

    b) At the beginning of the war Germany controlled virtually all of continental Europe.

43. World War II produced a number of economic effects within the U.S. Circle the letter of statements that describe those effects.

    a) Union membership growth stabilized due to a "no-strike" pledge.

    b) Government spending expanded very rapidly.

44. President Roosevelt enunciated the Four Freedoms. Circle the letter of the statements that describe them.

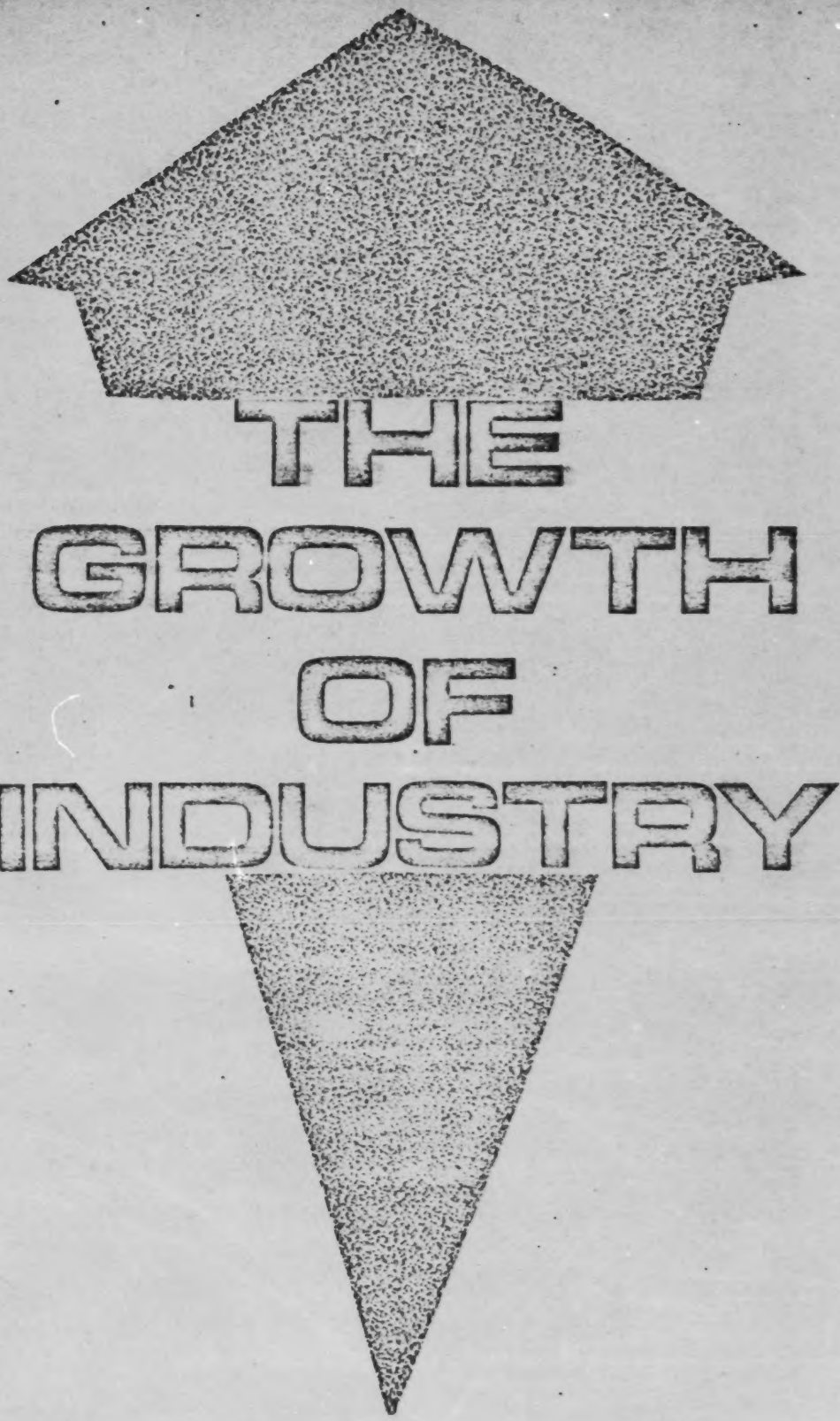
    a) They were essentially the same as the Atlantic Charter.

    b) One of the four freedoms was freedom from fear.

45. The Yalta agreement was designed to structure post-war Europe. Circle the letter of statements that describe it.

    a) Germany was to pay heavy war reparations.

    b) The Soviet war debt to the U.S. was forgiven.


THE
GROWTH
OF
INDUSTRY

FORM A

MASTERY TEST

THE GROWTH OF INDUSTRY

Instructions: Circle the letter of all statements that are correct answers to the questions.

1. What were the major effects of the industrial revolution?

   a) A higher percentage of people lived on the edge of starvation.

   b) The amount of goods and services produced per person went up.

   c) The income of the average family increased.

   d) There was less specialization of labor.

2. What were some of the things that government did to support business prior to 1900?

   a) Protective tariffs were imposed protecting some businesses from foreign competition.

   b) Land grant colleges were established to further the instruction of agricultural and industrial material.

   c) A central bank was kept throughout the period to help finance business expansion.

   d) A program of low interest loans was in existence during much of the period.

3. What were the factors that encouraged rapid industrial growth in the U.S.?

   a) Money derived from trade surpluses helped finance expansion.

   b) Many companies were able to achieve a monopoly position thus earning great amounts of money.

   c) There were a great number of inventions as well as good progress in many technical areas.

   d) The U.S. population grew rapidly.

4. Which of the following people or words is correctly identified?

   a) J. P. Morgan's company achieved monopoly status in the meat packing industry.

   b) John D. Rockefeller created Standard Oil.

4. (con't.)

c) Capital represents the amount of productive resources that a business or country has.

d) A monopoly is a company that has its goods or services protected from foreign competition.

FORM B

MASTERY TEST

THE GROWTH OF INDUSTRY

Instructions: Circle the letter of all statements that represent correct answers to the questions.

1. What were major effects of the industrial revolution?

   a) The urban population grew rapidly.

   b) The numbers of children who had to work increased greatly.

   c) There was a decline in the general health of the population.

   d) There was a shift from agriculture to industry.

2. What were some of the things that government did to support business in the period prior to 1900?

   a) Many businesses received direct subsidies.

   b) For a number of major industries government helped one company achieve a monopoly position.

   c) Congress passed patent laws which protected inventor's rights to their inventions.

   d) Agricultural extension services encouraged better farming practices.

3. What were the factors that encouraged rapid industrial growth in the U.S.?

   a) The U.S. had a large and varied base of natural resources.

   b) The banks pursued a policy of easy money.

   c) Americans saved a high proportion of their earnings.

   d) Americans worked much harder than people in other countries did.

4. Which of the following people or words are correctly identified?

   a) Andrew Carnegie built a large steel company.

   b) The Northern Pacific Railway was owned by John D. Rockefeller.

   c) Capital is another word for currency.

   d) A monopoly exists when there is only one supplier of a good or service.

FORM C

MASTERY TEST

THE GROWTH OF INDUSTRY

Instructions: Circle the letter of all statements that that are correct answers to the questions. Fill-in the correct response to questions requiring fill-in answers.

1. What were the major effects of the industrial revolution?

   a) The output/manhour rose considerably.

   b) Business conditions varied widely between good and bad.

   c) Most families had less disposable income.

   d) People in general were in poorer health.

2. What were some of the things that government did to support business prior to 1900?

   a) A number of industrial research projects were government sponsored.

   b) Government constructed and maintained most of the roads.

   c) Most children were educated in government schools.

   d) Many companies were subsidized through monetary payments.

3. What were the factors that encouraged rapid industrial growth?

   a) Foreign investments helped develop the U.S.

   b) Government subsidies to business help spur development in many industries.

   c) Foreign government aid payments helped the U.S. government develop the transportation and communication network.

   d) Incentives for individual initiative spurred development.

4. Which of the following people or words is correctly identified?

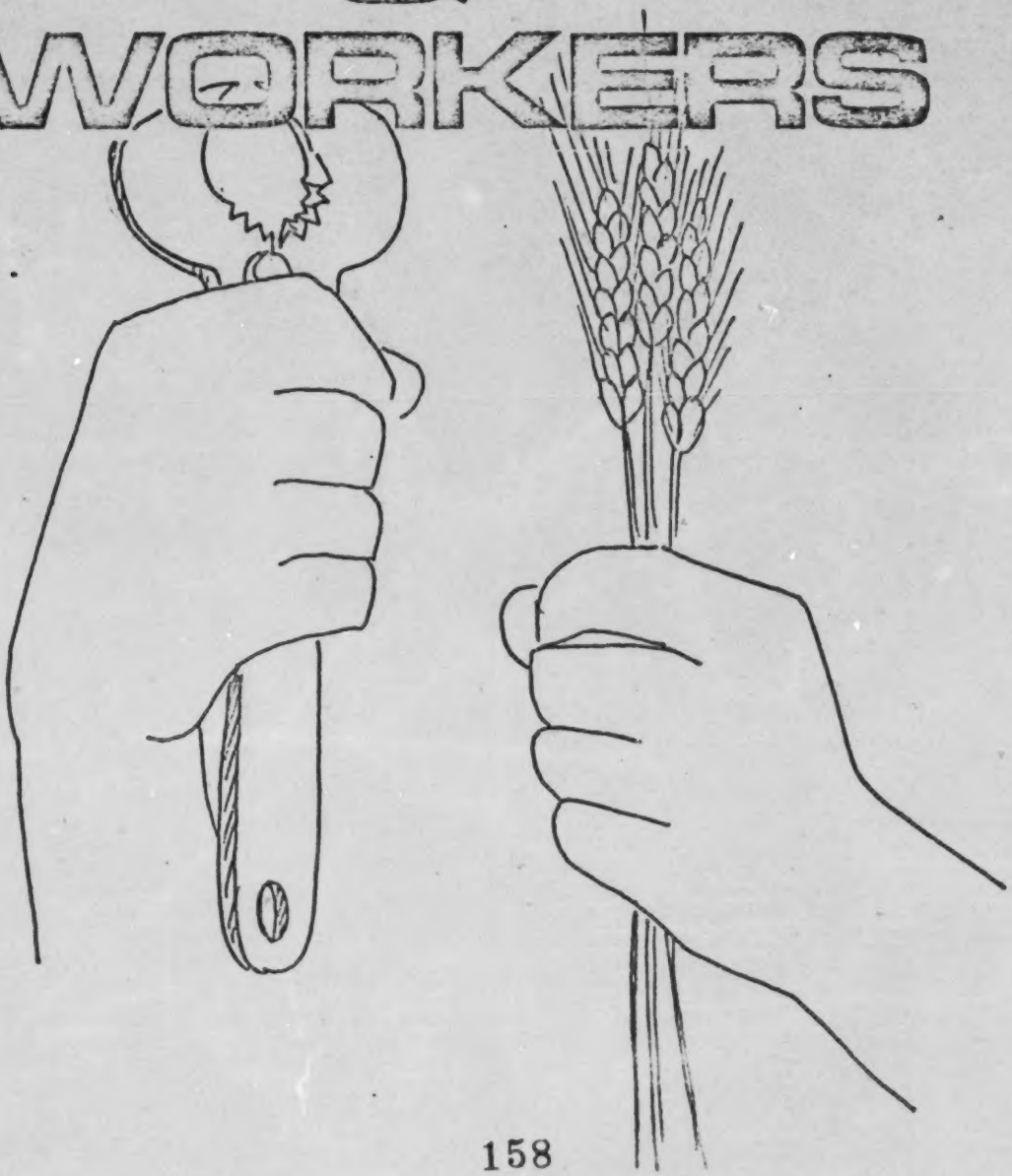
   a) Andrew Carnegie built a major steel company.

   b) John D. Rockefeller played a major role in the consolidation of the railroads.

   c) J.P. Morgan was an investment banker.

   d) Capital is money that is spent for consumption.

FARMERS & WORKERS



FORM A

MASTERY TEST

FARMERS AND WORKERS ORGANIZE

Instructions: Circle the letter of all statements that represent correct answers to the questions.

1. Which of the characteristics listed below describe the Knights of Labor (K), the International Workers of the World (W), the American Federation of Labor (A), or none of the above.

   a) ___ Supported individual politicians who were friendly to its cause.

   b) ___ Advocated worker ownership of industry.

   c) ___ Concentrated or agricultural workers.

   d) ___ Organized all workers in a given geographical area into one local organization.

2. What factors hindered union development in the period between 1870 and 1930?

   a) The large number of immigrant workers did not show much sympathy.

   b) So many workers had signed "yellow dog" contracts that unions could not get enough members.

   c) Courts issued many injunctions blocking strikes.

   d) During strikes unions could be held responsible for harm to the employer's property.

3. How did union membership grow during the period between 1870 and 1930?

   a) Union membership reached an early peak of around 700,000 with the Knights of Labor.

   b) The depression of 1909 dropped union membership drastically.

   c) Membership during the period 1870 and 1890 was at high levels until the Haymarket affair broke many unions.

   d) Union membership almost doubled during World War I.

4. Which of the following people or words is correctly identified?

   a) A company town is a new town constructed by a corporation.

   b) Collective bargaining is a process of negotiation between an employer and union representatives.

   c) Eugene Debs was a leader in a major strike.

   d) A craft union organizes workers in handicraft type activities.

5. What changes occurred in agriculture between 1870 and 1930?

   a) Farmer's share of the national wealth increased.

   b) The amount of acreage and investment in farms increased.

   c) Farm productivity rose.

   d) Farmers increased their political influence.

6. What were the complaints that some farmers made?

   a) Railroad rates seemed unfairly high.

   b) There was a lack of good farm workers.

   c) Inflation put a squeeze on farm profits.

   d) Middlemem were making excessive profits.

7. What organizations worked to gain changes that some farmers wanted?

   a) The Grange provided social functions.

   b) The Knights of Labor organized agricultural workers.

   c) The Farmers' Alliances supported inflation.

   d) The National Farmers Union organized farmer strikes.

FORM B

MASTERY TEST

Farmers and Workers Organize

Instructions: Circle the letters of all statements that represent correct answers to the questions. Write in the letter that represents the correct answer for fill-in questions.

1. What were the major changes that occurred in agriculure between 1870-1930?

   a) Farmers were able to sell less and less of their produce abroad.

   b) Farm investment and acreage rose considerably.

   c) Farm labor rose in numbers and then fell.

   d) Prices for food were high.

2. What were the complaints that some farmers had during the period 1870-1900?

   a) Farm prices fell relative to industrial good prices.

   b) The profits of middlemen were too high.

   c) There was a continuing lack of good farm workers.

   d) Transportation facilities were inadequate.

3. What were some of the organizations that farmers supported during the period 1870-1900?

   a) The Knights of Labor tried to organize farm labor.

   b) The Farmer-Worker Organization called farmer strikes.

   c) The Greenback party tried to get more money printed.

   d) "Granger" Laws were passed through the political activity of the Grange.

4. What were the characteristics of the Knights of Labor (K), International Workers of the World (I), American Federation of Labor (A) or none of the above?

   a) ___ advocated revolution

   b) ___ was composed of craft unions

   c) ___ was controlled by the communists

   d) ___ sponsored worker cooperatives

5. What factors hindered union development in the period between 1870 and 1930?

   a) Injunctions were used to halt strikes.

   b) Unions were continually split by internal dissension.

   c) Gangsters controlled many unions.

   d) The courts considered unions criminal conspiracies.

6. What patterns of growth did union membership show between 1870 and 1930?

   a) Membership peaked with 700,000 members in the Knights of Labor.

   b) Union membership fell after World War I.

   c) Government policies during World War I kept union membership low.

   d) The depression of 1909 cut in to membership.

7. Which of the following people or words is correctly identified.

   a) Samuel Gompers was the head of the A.F. of L.

   b) A black list was a list of possible scabs.

   c) A lock out is where the employees lock the employer out of the plant.

   d) A company town is a town owned and controlled by a company in which its employees can live.

FORM C

MASTERY TEST

Farmers and Workers Organize

Instructions: Circle the letter of all statements that are correct answers to the question. Write in the letter that is the correct answer for the fill-in questions.

1. What were the changes that occurred in agriculture between 1870-1930?

   a) The investment in farms decreased.

   b) Consumer likes in food became very stable.

   c) Farms became increasingly mechanized.

   d) Agricultural research produced major improvements.

2. What were the complaints made by some farmers during the period 1870-1900?

   a) Middlemen profits were too high.

   b) The railroads treated farmers unfairly.

   c) There was a lack of good schools for their children.

   d) There were continual shortages of farm equipment.

3. What organizations did many farmers support during the period 1870-1900?

   a) The Socialist party appealed to many farmers.

   b) The Farmers Alliance supported inflation.

   c) The Farmers League was instrumental in the passage oof agricultural subsidies.

   d) The Populist party supported expansion of the currency.

4. What were the characteristics of the Knights of Labor (K), International Workers of the World (I), American Federation of Labor (A) or none of the above?

   a) ___ tried to discourage strikes

   b) ___ had many immigrant workers in it

   c) ___ counseled workers to avoid revolution

   d) ___ used sit-down strikes

5. What factors hindered the development of unions during the period between 1870 and 1930?

   a) Unions were held responsible for damage to the employers property.

   b) Boycotts of companies being struck were considered illegal restraints on trade.

   c) Many unions were infiltrated by the communists.

   d) The National Association of Manufacturers maintained a force of elite strike-breakers.

6. What were the patterns of growth experienced by unions between 1870 and 1930?

   a) Government restrictions on organizing kept union membership low during World War I.

   b) Due to the prosperity following World War I, union membership increased greatly.

   c) The neutral response of President Roosevelt to the coal strike in 1902 helped union membership.

   d) Membership doubled during World War I.

7. Which of the following people and words is correctly identified?

   a) Collective bargaining is a form of arbitration.

   b) Eugene Debs was the leader of the I.W. W.

   c) A lock-out is where an employer locks his employees out of the plant.

   d) An injunction is a court order.

PROGRESSIVISM

FORM A

MASTERY TEST

PROGRESSIVISM

Instructions: Circle the letter of the statements that are correct answers to the question.

1. What were urban problems during the period 1870-1920?

   a) The increase in population produced terrible traffic jams.

   b) Public health services for the poor were virtually non-existent.

   c) Working conditions were poor and frequently unsafe.

   d) Many neighborhoods had little interpersonal contact and produced alienation.

2. Who were the muckrakers, what did they write, and what were the subjects that they covered?

   a) The Octupus was a novel about the struggles of the wheat farmers against the railroad.

   b) The Death of the Cities was written by Haim Cohen.

   c) Gustavus Myers wrote the History of Great American Fortunes exposing corruption and exploitation.

   d) Mark Jacobs wrote an exposé on corruption in the regulatory agencies.

3. How were political bosses trained and how did they operate?

   a) Political bosses frequently rose to power by betraying ex-supporters.

   b) In contrast to previous eras political bosses in the 1960's frequently were very well educated.

   c) Political bosses often maintained their power by doing services for their constituents.

   d) Grassroots organizations are the heart of a political bosses support.

4. What was Theodore Roosevelt's position on labor strikes, trusts, railroads, public health, and conservation?

   a) Roosevelt supported the Elkins Act outlawing railroad rebates.

4. (con't.)

   b) The Sherman Anti-trust Act was passed.

   c) He supported the establishment of the Consumer Protection Agency.

   d) The anthracite coal strike was settled through his intervention.

5. What was the position of the Progressive party on regulation of business, conservation, tariffs, civil service, and foreign and defense policy?

   a) The Sherman anti-trust act should be strengthened.

   b) Resources on government lands should not be released for development.

   c) Excess profits should be taxed away.

   d) Protective tariffs should be ended.

6. What actions were taken during Woodrow Wilson's administration with respect to tariffs, banking, business regulation and labor?

   a) Tariffs were reduced 10% by the Underwood Tariff Act.

   b) The Environmental Protection Agency strengthened its conservation actions.

   c) Support for higher education was doubled.

   d) The Federal Reserve Bank was established.

FORM B

MASTERY TEST

PROGRESSIVISM

Instructions: Circle the letter of all statements that are correct answers to the question.

1. What were the problems facing the cities in the period 1870-1900?

   a) The mixture of cars and horses produced terrible traffic snarls.

   b) Rival ethnic gangs attempted to control their home areas and there were numerous gang wars.

   c) Government consumer protection was limited.

   d) Public health services for the poor were limited and often inadequate.

2. Who were the muckrakers; what did they write about; and what were their major books and articles?

   a) The Failure of Regulation exposed corruption in regulatory agencies.

   b) Ida Tarbell wrote the History of the Standard Oil Company.

   c) Graft and corruption in city government was exposed by The Shame of the Cities.

   d) James Berry wrote Education for Servitude.

3. What were the personal characteristics, training, services and methods of political bosses?

   a) Inside information allowed people in political machines to make large sums in quasi-legal ways.

   b) One of the criticisms of political machines is their inablility to deliver what they promise.

   c) Grassroots organizations are the heart of a political machine.

   d) Political bosses frequently find it wise to betray subordinates once they are no longer useful.

4. What were Theodore Roosevelt's accomplishments in labor relations, trusts, railroads, public health and conservation?

   a) Roosevelt actively pushed for and secured an act protecting endangered species.

   b) The Hepburn Act shifted the burden of proof in cases involving railroad rate changes to the railroad.

4. What were Theodore Roosevelt's accomplishments in labor relations, trusts, railroads, public health, and conservation?

   a) In the area of conservation Roosevelt put large areas of government owned forest in reserve.

   b) Roosevelt supported the railroads by sending troops in to suppress the Pullman strike.

   c) Roosevelt created Yellowstone National Park.

   d) Roosevelt prosecuted and won the Northern Security Anti-trust case.

5. What were the positions of the Progressive Party on the regulation of business, conservation, social and industrial justice, tariffs, civil service, and military and foreign policy?

   a) Government should buy out many major industrial concerns.

   b) Government should promote Soil Conservation through paying farmers to let land lay fallow.

   c) The U.S. should work for internation limitations of naval power.

   d) The Civil Service system should be supported.

6. What were the accomplishment of the Wilson administration in business regulation, tariffs and banking?

   a) The Federal Trade Commission was established to prevent unfair practices.

   b) The Clayton Anti-trust act exempted unions from the anti-trust laws.

   c) Wilson vetoed the Tariff of Abominations.

   d) A limited social security system was established.

FORM C

MASTERY TEST

PROGRESSIVISM

Instructions: Circle the letter of all statements that are correct answers to the question. Write in the letter that is the correct answer for the fill-in questions.

1. What were the problems facing the cities in the period 1870-1900?

   a) Due to shortages rents were very high.

   b) In many factories the conditions in which people had to work were poor and dangerous.

   c) There were many dangerous and unethical practices in making products for consumers.

   d) The crime rate was high and people were afraid to walk the streets.

2. Who were the muckraker; what did they write about; and what were their books titled?

   a) The abuses of the railroads were covered in a book by Ray Stannard Baker.

   b) The Jungle was written by Upton Sinclair

   c) The threat of pollution was exposed in the book The Death of the City.

   d) Mark Skinner's article "Life in a Small Factory" exposed poor working conditions.

3. What were the personal characteristics, training, services and methods of political bosses?

   a) Political bosses frequently use violence to obtain power.

   b) Political bosses generally maintain their power by their ability to deliver votes and other political favors.

   c) The people that maintain political machines are typically trained in the actual work of politics rather than in formal education.

   d) To obtain power and control over the machine a person generally needs large sums of money to buy power.

4. (con't.)

   c) The Food and Drug Administration was created.

   d) Various National Forests were reduced in size.

5. What were the positions of the Progressive Party on the regulation of business, conservation, social and industrial justice, tariffs, civil service and military and foreign policy?

   a) As long as jobs were protected the Progressive Party supported protective tariffs.

   b) The Progressive Party felt that the U.S. should maintain its naval strength.

   c) The Progressive Party advocated the liberation of the Philippines.

   d) The Progressive Party felt that people under Civil Service were too busy looking after their own interests.

6. What actions did the Wilson administration take on business regulation, tariffs and banking?

   a) Support for higher education was increased.

   b) The Federal Reserve System was established.

   c) The Federal Trade Commission was established.

   d) Wilson vetoed the Tariff of Abominations.

WORLD
WAR
I

FORM A

MASTERY TEST

FOREIGN POLICY

Instructions: Circle the letter of all statements that are correct answers to the questions.

1. Which of the following are statements supporting an interventionist (I), traditional (T) or neither type of foreign policy?

   a) ___ The United States has problems at home.

   b) ___ Government should be based on the consent of the governed.

   c) ___ Reluctance to take action would be dishonorable.

   d) ___ Americans do not know the customs of the people.

2. What were the causes of the war with Spain?

   a) The U.S. could provide better government.

   b) Spanish troops maintained concentration camps.

   c) The Spanish Navy was much weaker than that of the U.S.

   d) The DeLome letter insulted President McKinley.

3. What were the arguments given in favor of annexing Hawaii?

   a) The existing Hawaiian asked to be annexed.

   b) Hawaii would be a good costal defense outpost.

   c) It was needed during the Spanish-American War.

   d) Civil disturbances in Hawaii might spread to the U.S.

4. What were the causes of World War I?

   a) The crisis in Morocco between France and Germany sparked World War I.

   b) The advent of new weapons upset the balance of power.

   c) The assination of an Austrian Arch-Duke led to war between Austria and Serbia.

   d) European arms makers, seeking higher profits, incited the war.

5. What factors worked for (F), against (A), or were neutral with respect to U.S. participation in World War I?

   a) ___ Americans have traditionally been reluctant to get involved in foreign conflicts.

   b) ___ German submarines attacked commerce.

   c) ___ Many Americans were of English and French descent.

   d) ___ The Allies owed large debts of American banks.

6. What role did the U.S. play in the fightin involved in World War I?

   a) The Germans were fairly near defeat when the U.S. entered the war.

   b) American production of heavy weapons considerably aided the Allied armies.

   c) The Allies had fought Germany from 1914-1917.

   d) U.S. troops arrived in time to be instrumental in stopping the final German offensives.

FORM B

MASTERY TEST

FOREIGN POLICY

Instructions: Circle the letter of all statements that are correct answers to the questions. Place the correct fill-in beside the corresponding letter. Write all answers on the answer sheet.

1. Which of the following are statements supporting an interventionists (I), traditional (T), or neither type of foreign policy?

   a)___ Interventionist policies result from a love of power.

   b)___ The balance of payments will be affected.

   c)___ Policy will be sound from a business standpoint.

   d)___ It is America's duty to uplift other nations.

2. What were the causes of the war with Spain?

   a) The sinking of the Maine.

   b) The U.S. could rule Cuba better.

   c) The Zimmerman Note.

   d) To stop the misery in Cuba.

3. What were the arguments given in favor of annexing Hawaii?

   a) The protection of property rights.

   b) The possibility that oil might be discovered.

   c) The Hawaians were unable to govern themselves.

   d) If the U.S. didn't annex Hawaii, Great Britain would.

4. What were the causes for World War I?

   a) The web of alliances in Europe drew one nation after another into the war.

   b) Conflicts over colonial possessions in Africa provided the actual start of the war.

   c) The British and French tried to appease Germany.

   d) The imperialistic adventures of many European countries resulted in a state of constant conflict between them.

5. What were the factors that worked for (F), against (A), or were neutral with respect to U.S. participation in World War I?

   a)___ Austrian atrocities stirred considerable concern among Italian-Americans.

   b)___ Americans have traditionally been reluctant to participate in European wars.

   c)___ The Zimmerman note.

   d)___ The Germans broke Belgian neutrality when they invaded its territory.

6. What role did the U.S. play in the fighting of World War I?

   a) The U.S. provided lend-lease support to help keep Russia in the war.

   b) American aircraft played a major role in winning the war in the air.

   c) U.S. troops arrived in time to help stop the last major German offensive.

   d) The arrival of large numbers of U.S. troops turned the balance against the Germans.

FORM C

MASTERY TEST

FOREIGN POLICY

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Place fill-in answers beside the correct letter on the answer sheet.

1. Which of the following are statements supporting an interventionist (I), traditional (T) or neither foreign policy.

   a)___ Many of the people in foreign areas are unfit to govern themselves.

   b)___ Multi-national corporations require responsive foreign governments.

   c)___ Americans are God's choosen people.

   d)___ The larger military forces required would be a drain on U.S. resources.

2. What were the causes for the war with Spain?

   a) The protection of U.S. citizens.

   b) To stop the expenses that came from constant preparedness for war.

   c) The weakness of the Spanish Navy.

   d) A Spanish Ultimatum demanding an end to U.S. meddling.

3. What were reasons given in American Press editorials for the annexation of Hawaii?

   a) There would be rioting and civil unrest.

   b) There were good possibilities that oil would be discovered.

   c) The Anglo-Saxons are the nation builders of the world.

   d) The natural resources of Hawaii were valuable.

4. What were some of the causes of World War I?

   a) The Archduke of Austria was assinated by Serbian backed revolutionaries.

   b) Alliances caused one nation after another to be brought into the war.

   c) The DeLome letter provoked England into declaring war.

   d) British and French appeasement led Germany to overestimate its strength.

5. What factors worked for (F), against (A), or neither of the above with respect to U.S. participation in World War I?

   a)___ British propaganda turned many Americans against the Germans.

   b)___ German sabotage of American war production plants.

   c)___ The democratic revolution in Russia.

   d)___ The violations of the rules of war by both sides.

6. What role did the U.S. play in the fighting of World War I?

   a) The Germans were already virtually defeated by the time the U.S. entered the war.

   b) Because of prior preparations the U.S. was able to land forces in Europe very quickly.

   c) The Allies had fought from 1914-1917 without U.S. assistance.

   d) The American forces turned the balance in favor of the Allies.

THE TWENTIES

FORM A

MASTERY TEST

The Twenties

Instructions- Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What changes occurred in the 1920's in the social norms that governed behavior in the family?

   a) Parents tended to become more authoritarian.

   b) The parents role changed from child-bearing more to child-raising.

   c) Women became considerably more emancipated.

   d) There was a complete breakdown of moral values.

2. What were the effects of the automobile, radio, and movies on the use of leisure time and on traditional values?

   a) The automobile tended to break-up the close-knit family.

   b) The automobile tended to encourage people to go into debt.

   c) There were so many commuters traveling by car to the central city that family life was disrupted.

   d) The radio exposed many people to radical political thought.

3. What were the changes that took place in education?

   a) Crime became rampant in the school.

   b) There was a strong emphasis on science and engineering.

   c) There was a large increase in school attendance, especially in high schools.

   d) Vocational training received strong emphasis.

4. Which were the strong and weak segments of the economy?

   a) Farm prices and income were low during the 1920's.

   b) Easy money policies hurt the banks.

   c) The automobile industry prospered.

   d) Electric power became widely available.

5. What were the basic policies, legislative actions, and achievements of the Republican Administrations during the 1920's?

   a) Prohibition was enforced throughout the country.

   b) There was very little scandal.

   c) Government was supposed to be run efficiently with low expenditures.

   d) The U.S. maintained an activist foreign policy.

FORM B

MASTERY TEST

THE TWENTIES

Instructions- Write the answers on the answer sheet. Circle the letter of all the statements that are correct answers to the questions.

1. What changes occurred during the 1920's in the social norms that governed behavior in the family?

   a) There was a sexual revolution and pre-marital sex became the norm.

   b) There were marked changes in the type of courting that occurred.

   c) Religion ceased to play a major role.

   d) Home life became more democratic.

2. What were the effects of the automobile, radio and movies on the use of leisure time and on traditional values.

   a) The automobile multiplied leisure options.

   b) The physical appearance of political candidates became more important due to radio broadcasts.

   c) Movies strengthened family ties since they were so much of a family occassion.

   d) Movies tended to decentralize communications.

3. What were changes that occurred in education?

   a) There was a strong emphasis on history and civics.

   b) Many schools adopted a back to basics approach.

   c) Virtually all teachers were college certified.

   d) Extra-curricular activies gained a larger role.

4. What segments of the economy were strong or weak?

   a) The textile industry remained weak.

   b) Inflation put pressure on the stock market.

   c) Coal mining stayed in a weak position.

   d) Manufacturers of electrical products, especially radios, prospered.

5. What were the basic policies, legislative actions, and achievements of the Republican Administrations?

   a) They put a strong emphasis on conservation.

   b) Most actions were stalled due to Democratic control of Congress.

   c) Tariffs were raised.

   d) Strict restrictions were placed on immigration from foreign countries.

FORM C

MASTERY TEST

THE TWENTIES

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What changes occurred in the 1920's in the social norms that governed behavior in the family?

   a) There was a strong resurgence of traditional values.

   b) There was a decline in the role of the family.

   c) Parents lost some of their authority.

   d) Many young people turned to mystic cults.

2. What were the effects of the automobile, radio, and movies on the use of leisure time and traditional values?

   a) The number of options for vacations was increased by the car.

   b) Radio brought direct communication between the home and the outside world.

   c) The exposure of violence in the movies was shown to cause crime.

   d) Many young people dropped out of school in order to earn the money to buy a car.

3. What were the changes that took place in education?

   a) There were few real changes in education.

   b) High school and college attendance increased rapidly.

   c) There was a strong emphasis on history and civics.

   d) Crime in the schools was a very serious problem.

4. Which segments of the economy were strong and which were weak?

   a) The appliance manufacturers, espcially refrigerators experienced a boom.

   b) Most heavy industry experienced serious difficulties in raising capital for expansion.

4. (con't.)

   c) For many workers wages did not increase rapidly enough to buy many of the new products that were available.

   d) Some new basic industries like the aluminum industry expanded rapidly.

5. What were the basic policies, legislative actions, and achievements of the Republican administrations of the 1920's?

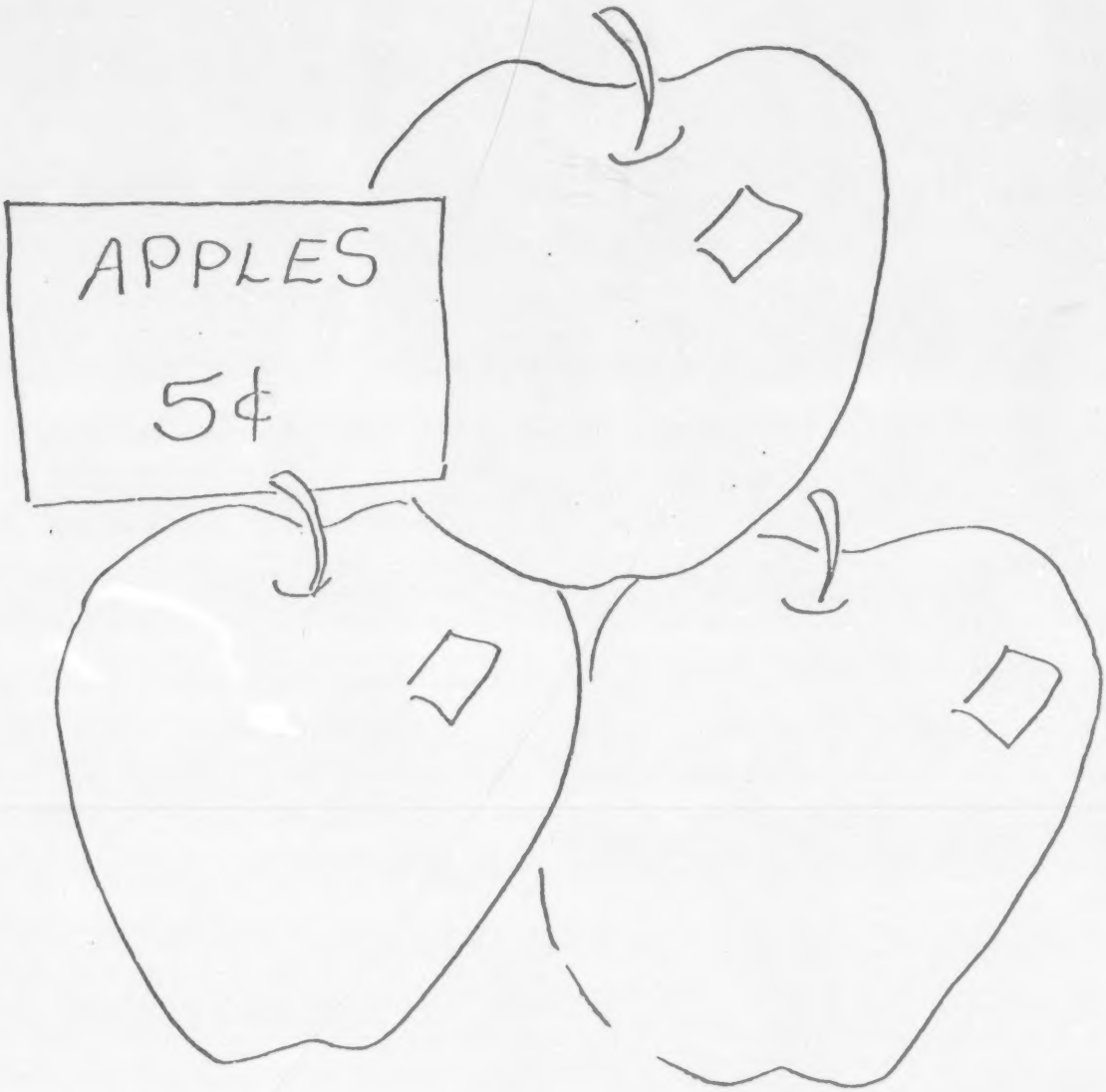
   a) In the tradition of Theodore Roosevelt, they put a strong emphasis on conservation.

   b) The U.S. pursued a very active foreign policy using the League of Nations as its main forum.

   c) In response to the pleas of some businesses, tariffs were raised.

   d) The Red scares and other factors led to the raising of immigration barriers.

DEPRESSION



FORM A

MASTERY TEST

THE DEPRESSION

Instructions: Write the answer on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What were the causes of the depression listed in the readings?

   a) The income of the farmer was low.

   b) There was an over-investment in capital goods.

   c) Government spending was sharply lowered.

   d) Government allowed business to regulate itself.

2. What was President Hoover's philosophy for dealing with the Depression?

   a) Failing businesses should be allowed to fail.

   b) Government spending should be cut sharply.

   c) People should show some individualism.

   d) Private charity could handle problems .

3. What were actions taken by President Hoover?

   a) Easy money policies were used.

   b) There was a tax cut.

   c) The Smoot-Hawley Tariff increased tariffs to very high levels.

   d) Corporate taxes were cut.

4. What were major problems faced by families?

   a) Many people were on the brink of starvation.

   b) High prices caused considerable distress.

   c) Unemployment exceeded 20 percent.

   d) Many people lost their homes.

5. What actions did people take to survive?

   a) Food stamps helped many people.

   b) Direct relief payments were available.

   c) People learn to budget every penny.

5. (con't.)

   d) For many people bank loans made all the difference.

6. What effect did the Depression have on individual attitudes and values?

   a) Many people came to believe that welfare fraud was permissible.

   b) The attitude toward government's role in the economy changed.

   c) Many people had their self-esteem shaken.

   d) Many people turned to crime.

FORM B

MASTERY TEST

THE DEPRESSION

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions

1. What were the causes of the Depression listed in the readings?

   a) There was an uneven distribution of income.

   b) A large numbers of banks failed.

   c) A series of long and costly general strikes lowered production greatly.

   d) Many businesses were badly managed due to the inattention of their directors.

2. What was President Hoover's philosophy for dealing with the Depression?

   a) Increasing trade with foreign countries through free trade would put people back to work.

   b) People should help each other out in times of trouble.

   c) Local government should take action.

   d) The President must exercise strong moral leadership.

3. What were actions taken by President Hoover?

   a) A moratorium was declared on European War debts to the United States.

   b) The Reconstruction Finance Corporation was formed to aid failing businesses.

   c) Wage-Price controls were imposed to halt inflation.

   d) Many businesses were encouraged to establish monopolies.

4. What were major problems faced by families during the Depression?

   a) The welfare bureaucracy was oppressive.

   b) Lack of mobility prevented people from getting jobs in other parts of the country.

   c) Some people were faced with the prospect of not having a place to sleep.

   d) Many people had to face radical changes from their accustomed life style.

5. What actions did people take to survive?

   a) Many people borrowed money from relatives.

   b) Welfare fraud was used by many people to get enough money.

   c) Large numbers of people resorted to begging on the streets.

   d) Many people were reduced to living on a subsistence level.

6. What effects did the Depression have on individual attitudes and values?

   a) Many people changed their attitude about taking charity.

   b) People's attitude toward themselves often suffered.

   c) Many people thought that unions were critical to their survival.

   d) People's confidence in mutual aid was strengthened.

FORM C

MASTERY TEST

THE DEPRESSION

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What were the causes of the Depression listed in the readings?

   a) A series of natural disasters started the Depression.

   b) Government spending was cut sharply.

   c) Government allowed businesses to regulate themselves.

   d) The rise in stock prices was based on loans and could not stand any downward pressure.

2. What was President Hoover's philosophy for dealing with the Depression?

   a) He felt that government spending should be cut sharply.

   b) Free trade would help get people back to work.

   c) Federal government should be a last resort.

   d) People should display some rugged individualism.

3. What were actions taken by President Hoover?

   a) A tax cut was enacted.

   b) Public works projects were created for the unemployed.

   c) Government spending was cut sharply.

   d) An easy money policy was used.

4. What were major problems faced by families during the Depression?

   a) Other familey members who were more prosperous would not help.

   b) Many people could no longer afford insurance.

   c) Some people faced starvation.

   d) Goods became quite shoddy in quality.

5. What actions did people take to survive?

   a) Some people were able to get jobs on work projects.

   b) Many people returned to farming.

   c) Many families kept small gardens.

   d) Children had their food paid for by Aid to Dependent Children funds.

6. What effect did the Depression have on individual attitudes and values?

   a) People's attitude toward government in the economy changed.

   b) People came to distrust government

   c) People's attitude toward accepting charity changed.

   d) Many people increased their savings.

NEW DEAL

FORM A

MASTERY TEST

THE NEW DEAL

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What was President Roosevelt's philosophy concerning the role that government should play in the economy?

   a) Government should own and operate most of the basic industries.

   b) Every able body person should be required to work.

   c) People's savings should be protected.

   d) Every person has the right to a comfortable living.

2. What were the objectives of the programs established during the New Deal?

   a) The Labor Assistance Commission helped train union organizers.

   b) The Federal Emergency Relief Act provided for money to be given to the states for direct relief.

   c) The Agricultural Adjustment Act curtailed farm production.

   d) The Federal Trade Commission was established to encourage commodity trading.

   e) The Tennessee Valley Authority was established to develop the resources in that region.

   f) Social Security Act provided for unemployment compensation.

3. What effect did the New Deal have on the American Economy?

   a) Government regulation was increased.

   b) Direct government subsidies and other payments to special groups were increased greatly.

   c) Unemployment was reduced to less than 5% by 1937.

   d) Labor-management conflicts were largely avoided.

Form B

MASTERY TEST

THE NEW DEAL

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What was President Roosevelt's philosophy concerning the role that government should play in the economy?

   a) Small businesses are best and should be encouraged.

   b) The states and local governments have completely failed and should take no role in the economy.

   c) Companies within an industry should work together to insure responsible actions.

   d) Government should act against companies that pursue their own advantage.

2. What were the objectives of the programs established during the New Deal?

   a) The National Recovery Administration suspended the Anti-trust laws and encouraged industry to set up codes of cooperation.

   b) The National Labor Relations Act set up the NLRB and upheld the right of collective bargaining.

   c) The Public Works Administration set up projects to provide employment.

   d) The Reconstruction Finance Corporation was set up to help failing businesses.

   e) The Consumer Protection Agency was set up to oversee all other federal agencies dealing with the public.

   f) The Securities and Exchange Commission supervises stock exchanges.

3. What effect did the New Deal have on the American economy?

   a) The number of small businesses greatly increased as the result of the break-up of major corporations.

   b) The Depression was not ended during the 1930's.

   c) Government regulation was increased.

   d) The trend away from small farms was reversed.

FORM C

MASTERY TEST

THE NEW DEAL

Instructions: Write the answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What was President Roosevelt's philosophy concerning the role that government should play in the economy?

   a) Government should protect the public welfare.

   b) Government regulation is necessary in almost all circumstances.

   c) Most big businesses should be broken up into smaller businesses.

   d) Government should regulate only when it is necessary.

2. What were the objectives of the programs established during the New Deal?

   a) The Environmental Protection Agency was established to cut pollution.

   b) The Civilian Conservation Corps set up camps to employ young men between 18 and 25.

   c) The Profit Control Board regulated industry profit levels.

   d) The Rural Electrification Authority provided loans to help provide electricity in isolated rural areas.

   e) The National Youth Administration provided part-time work for needy students.

3. What effects did the New Deal have on the American economy.

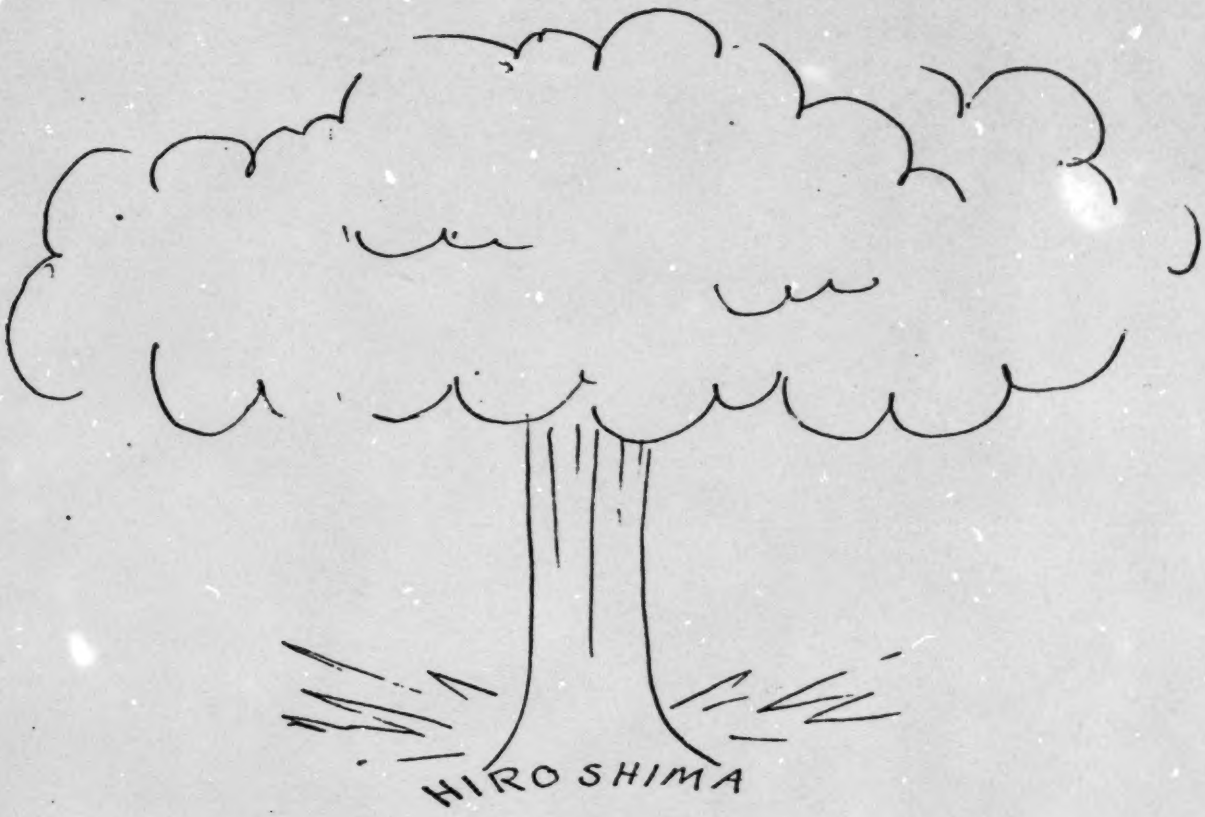
   a) Government ownership of basic industries became common.

   b) The New Deal had few lasting effects on the economy.

   c) Government should accept responsibility for the economy and provide aid to many different groups.

   d) The New Deal failed to overcome the Depression.

WORLD WAR II



FORM A

MASTERY TEST

WORLD WAR II

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions.

1. What were the provisions of legislation which was passed with the intent of keeping the U.S. out of foreign wars?

   a) Loans to warring nations were restricted.

   b) The President was forbidden from taking military action.

   c) American ships were forbidden from sailing in the war zone.

   d) American intelligence operations were restricted.

2. What were the international crises prior to World War II in which the U.S. did not intervene?

   a) The French-German confrontation over Morocco.

   b) The Polish Civil War.

   c) The German occupation of Austria.

   d) The Italian invasion of Albania.

3. What were the arguments given supporting and opposing U.S. aid to the allies? Indicate with an "F" for arguments for intervation, an "A" for arguments against, and leave the space blank for arguments that were not used.

   a)___ Britain cannot win the war.

   b)___ Middle-east source of vital oil supplies.

   c)___ The Nazi philosophy is incompatible with U.S. democracy.

   d)___ The Nazis were oppressing Jews and other minorities.

4. What were the actions taken by the U.S. to help the allies that were short of war?

   a) Lend-lease supplies were provided.

   b) A state of emergency was declared by the U.S.

   c) Italian assets in the U.S. were seized.

   d) American soldiers who volunteered were sent to serve with the allies.

5. What were the major military events and strategy of World War II?

   a) The Allies decided that since Japan was the weakest of the Axis powers to concentrate on defeating her first.

   b) Russia put large numbers of troops into the war against Japan starting in 1941.

   c) Germany conquered most of Europe during the early part of the war.

   d) Japan surrendered after being hit with the A-bomb twice.

6. What were the economic changes in the U.S. during World War II?

   a) The number of federal employees increased greatly.

   b) Women and Blacks got many more jobs.

   c) Taxes more than doubled.

   d) Many industries were nationalized.

7. What were the Four Freedoms proclaimed by President Roosevelt?

   a) Freedom from Hunger.

   b) Freedom of Association.

   c) Freedom of Speech.

   d) Freedom of Religion.

8. What were the aims and the results of the diplomatic agreements signed by the allies at the end of World War II?

   a) Zones of occupation were established.

   b) The Soviet Union gained some territory.

   c) Soviet were granted full control of Eastern Europe.

   d) It was agreed to permanently divide Germany.

FORM B

MASTERY TEST

WORLD WAR II

Instructions; Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Insert the fill-in letter beside the corresponding space on the answer sheet.

1. What were the provisions of the legislation which was passed with the intent of keeping the U.S. out of foreign wars?

   a) American goods could not be shipped to any foreign country.

   b) The assets of all the warring nations which were located in the U.S. were automatically seized by the U.S.

   c) Arms shipments to warring nations were forbidden.

   d) American citizens could travel on the ships of warring nations only at their own risk.

2. What were the international crises prior to World War II in which the U.S. did not intervene?

   a) The Cyprus crisis.

   b) The crisis between Czechoslovakia and Germany which was resolved at Munich.

   c) The Dutch invasions of Burma.

   d) The war between Japan and China.

3. What were the arguments given for supporting the allies (F), against supporting the allies (A). Leave blank any arguments that were not used.

   a) ___ The Nazis were evil.

   b) ___ America's traditional policy is isolationism.

   c) ___ The U.S. had to honor its treaty committments.

   d) ___ Oceans no longer serve as a protective barrier.

4. What were the actions taken by the U.S. to aid the allies which were short of war?

   a) The U.S. Navy convoyed ships part way to England.

   b) The allies were given secret technical information.

   c) Ships were convoyed to Australia.

   d) Japanese assets in the U.S. were taken over or frozen.

5. What were the major military events and strategy of World War II?

   a) The Allies decided to defeat Germany first.

   b) The U.S. employed a strategy called Island Hopping to defeat Japan.

   c) The Western Allies concentrated on liberating Norway in order to cut off German supplies.

   d) Germany was the last Axis power to surrender.

6. What were the economic changes in the U.S. during World War II?

   a) Most people had their living standard reduced greatly.

   b) Many companies made tremendous excess profits.

   c) Goverment spending increased greatly.

   d) Union membership increased rapidly.

7. What were the Four Freedoms proclaimed by President Roosevelt?

   a) Freedom of Travel.

   b) Freedom from Want.

   c) Freedom from Fear.

   d) Essentially same as Wilson's 14 points.

8. What were the aims and the results of the diplomatic agreements signed by the allies at the end of World War II?

   a) Korea was split between China and Russia.

   b) The Soviets agreed to dissolve Comintern.

   c) The Soviet Union agreed to enter the war against Japan.

   d) Russia violated the Yalta agreement by <u>not</u> holding elections in Poland.

FORM C

MASTERY TEST

WORLD WAR II

Instructions: Write all answers on the answer sheet. Circle the letter of all statements that are correct answers to the questions. Insert the fill-in letter beside the corresponding space on the answer sheet.

1. What were the provisions of the legislation which was passed with the intent of keeping the U.S. out of foreign wars?

   a) There was a tax on exports to the warring countries.

   b) American ships were forbidden to sail in the war zone.

   c) American citizens could travel on ships of the warring countries only at their own risk.

   d) Citizens of warring countries couldn't enter or leave the U.S.

2. What were the international crises prior to World War II in which the U.S. did not intervene?

   a) The Java incident.

   b) The Italian invasion of Ethiopia.

   c) The Angola crisis.

   d) The Japanese invasion of Manchuria.

3. What were the arguments given for supporting the allies (F), and against supporting the allies (A). Leave blank arguments that were not used.

   a) ___World trade would be hurt.

   b) ___The President would gain greater powers.

   c) ___The Axis power would eventually turn on the U.S.

   d) ___The Axis powers can not be appeased.

4. What were the actions short of war, taken by the U.S. to aid the allies?

   a) The U.S. provided the allies with extensive information obtained by U.S. spies.

   b) Aid was provided to the Soviet Union.

   c) The U.S. protected many British colonies.

   d) The U.S. imposed an oil embargo on Japan.

5. What were the major military events and strategy of World War II?

   a) The Axis powers controlled most of Europe at the time the U.S. entered the war.

   b) The allied invasion of Italy resulted in Italy surrendering to the allies.

   c) The basic allied strategy in Europe was to attack Germany through Italy rather than France.

   d) Japan attacked Russia from China to help Germany.

6. What were the economic changes in the U.S. during World War II?

   a) Union membership stayed about the same.

   b) Small business benefitted greatly from the war.

   c) The Federal bureaucracy grew rapidly.

   d) Government spending grew rapidly.

7. What were the Four Freedoms?

   a) They were the same as the Atlantic Charter.

   b) Freedom of Religion.

   c) Freedom from Want.

   d) Freedom of Travel.

8. What were the aims and results of the diplomatic agreements signed by the allies at the end of World War II?

   a) Germany was to pay the allies large amounts of money.

   b) The Soviet Union agreed to declare war on Japan.

   c) The U.S. agreed that the Russians did not have to pay their war debt.

   d) The Russians were given access to Mid-east oil.

FORM B - 2

A RISE TO WORLD POWER

POST-TEST

Instructions: Write all answers on the answer sheet. For each statement indicate whether it is true (T) or false (F).

1. One of the actions that President Hoover took to combat the Depression was cutting government spending by about 30%.

2. One of the results of the industrial revolution between 1870 and 1930 was that the number of business failures varied greatly from year to year.

3. The United States provided help to the Soviet Union after it was invaded by Germany during World War II.

4. President Hoover's philosophy for ending the Depression included the idea that Federal help should be used only as a last resort.

5. One of the ways that government aided business in the period 1870-1900 was a central bank which provided low interest loans to large businesses.

6. The Allied powers in World War II attempted to defeat Japan first since it was the weakest of the Axis powers.

7. One of President Roosevelt's Four Freedoms was freedom from fear.

8. The Food and Drug Administration was established during the administration of Theodore Roosevelt.

9. One of the New Deal programs was the National Recovery Administration which suspended the anti-trust laws.

10. Freedom from pain was one of President Roosevelt's Four Freedom's.

11. The need for urban services produced by the rapid growth of the cities between 1870-1920 resulted in high taxes which fell mostly on the urban poor.

12. The system of alliances that existed in Europe helped turn a war between two countries into World War I.

13. One of the arguments for entering World War II was that U.S. trade would be hurt if Britain lost the war.

14. Between 1870 and 1930 the amount of money invested in farms could be reduced due to increased productivity.

15. The International Workers of the World concentrated on organizing public employees.

16. One of the major problems facing the schools during the 1920's was crime and other violence on the school grounds.

17. One of the muckrakers was Ames Doman who wrote the book, Children of Terror.

18. The shift in government attitudes toward unions encouraged their growth after 1902.

19. Foreign competition was a major factor in weakening serveral segments of the economy throughout the 1920's.

20. J. P. Morgan was a leading investment banker and financier around 1900.

21. The Depression helped strengthen people's faith in individual self-help.

22. Europeans rarely invested in U.S. businesses before 1920.

23. One of the arguments given for annexing Hawaii was that the Anglo-Saxons are the nation-builders of the world.

24. One of the major anti-trust actions taken by Theodore Roosevelt was the Northern Securities case.

25. Between 1870 and 1930 unions gained membership at a steady rate with few dramatic gains or losses.

26. During the 19th century communist infiltration of unions made employers resist the growth of unions.

27. The Yalta agreement provided that Russia would help set-up the post-war government in Poland and conduct free elections.

28. The immediate cause of World War I was the crisis in Morocco between France and Germany.

29. One of the ways the government encouraged the growth of industry during the period between 1870-1910 was by imposing protective tariffs.

30. One of the ways that people survived the depression was by getting hired on government work projects.

31. One of the complaints voiced by farmers after the Civil War was that high taxes prevented them from getting enough money to pay off their debts.

32. During the 1920's high schools put a great emphasis on history and civics.

33. President Franklin Roosevelt felt that government should encourage industry and business groups to work together cooperatively.

34. After the Civil War farmers complained that there was a shortage of farm equipment.

35. The neutrality laws passed in the 1930's allowed Americans to travel on the ships of warring countries only at their own risk.

36. The Republican administrations of the 1920's put strict limits on immigration into the United States.

37. As a result of the hardships of the depression many people were more willing to accept relief or charity.

38. In 1941 the U.S. seized the Japanese assets in the United States.

39. One of the progressive actions taken during Woodrow Wilson's administration was the establishment of the Federal Trade Commission.

40. One of the reasons given for the U.S. entering the Spanish-American war was that U.S. trade was said to be threatened by the revolt in Cuba.

41. Samuel Gompers was the head of the American Federation of Labor.

42. One of the effects of the industrial revolution in the U.S. between 1870-1910 was that output per manhour rose steadily.

43. During the 1920's the Republican administrations supported subsidies to home builders to combat the recession in the housing industry.

44. In the Yalta agreement after World War II the U.S. agreed that Russia did not have to pay back its war debt to the U.S.

45. The Progressive Party supported strengthening the Sherman anti-trust act.

46. Muckraker Ida Tarbell exposed the attempt of Standard Oil to achieve a monopoly in oil.

47. The American Federation of Labor concentrated on issues concerning pay and working conditions during the period 1870-1920.

48. One of the New Deal programs was the Civilian Conservation Corps which enrolled young men between 18-25.

49. One of the effects of the industrial revolution in the U.S. between 1870-1930 was that family income fell steadily.

50. The Neutrality laws passed during the 1930's authorized the President to forbid shipments of arms to warring powers.

51. Hurricaines and floods were major causes of the depression that began in 1929.

52. One of the changes in behavior norms that occurred during the 1920's was that parental authority was reduced.

53. One of the long range effects of the New Deal was that government ownership of the basic industries in the U.S. was increased greatly.

54. President Hoover felt that private charity and individual self-help should be the main weapons against the depression.

55. One of the farmer organizations after the Civil War was the Grange which provided social gatherings as well as a vehicle for political action.

56. One of the ways that many city people survived the depression was by moving back to farms and becoming self-sufficient.

57. The Progressive Party supported government ownership of basic industries like steel and railroads.

58. One of the arguments against the U.S. support of the allies before its entry into World War II was that U.S. military preparation was inadequate.

59. One of the actions taken by President Hoover to combat the depression was legislation which provided for dams and other public works.

60. During World War II government spending increased very rapidly.

61. One of the causes of the depression was that a large number of banks failed.

62. One of the factors that supported industrial development during the period 1870-1920 was the improved health of most Americans.

63. The Populist Party sought an increase in the money supply to help some farmers pay off their debts.

64. Between 1870-1910 the number of people working on farms reached a high point and then fell steadily.

65. In 1938 a major confrontation between the Dutch and the Japanese started the fighting in asia.

66. One of the ways that the government supported the growth of business between 1870-1910 was the maintenance of domestic peace and order

67. Andrew Carnegie owned a large timber and wood products company.

68. The mobility provided by the automobile had a major impact on courting in the 1920's.

69. One of the arguments against U.S. involvement in World War I was that both sides had violated U.S. neutrality.

70. In the 1890's one of the arguments given for an interventionist foreign policy was that people in many foreign countries were unable to govern themselves.

71. The Wagner Act was passed during the New Deal to help arbitrate employer-employee differences.

72. During the depression many people were unable to get jobs because of a lack of transportation.

73. One of the factors that hindered union development during the 19th century was that courts ruled that unions were criminal conspiracies.

74. An injunction is a Presidential order.

75. Despite New Deal programs unemployment remained high throughout the 1930's.

76. During Woodrow Wilson's administration the Environmental Protection Agency was created to help control pollution.

77. The development of the aluminum industry was one of the strong points of the economy during the 1920's.

78. During the 1920's there was a return to traditional values after the excesses of World War I.

79. During the New Deal the Public Protection Agency was established to protect consumers.

80. President Franklin Roosevelt felt that detailed government regulation of most phases of business was necessary.

81. During the 1890's one of the arguments given against an interventionist foreign policy was that a bigger military would be a drain on U.S. resources.

82. In 1893 one of the arguments for the U.S. annexation of Hawaii was that if the U.S. did not annex it, England would.

83. One of the problems produced by rapid urban growth between 1870 and 1930 was the lack of public health services for the poor.

84. A monopoly is a company that exploits its workers.

85. Due to prior preparations the U.S. was able to put large numbers of men on the front in Europe within two months after its entry into World War I.

86. One of the economic effects of World War II on the U.S. was that large numbers of companies were nationalized.

87. During the period between 1870-1920 political bosses normally were rich men who gained political power by buying appointments.

88. One of the arguments for U.S. involvement in World War I were German atrocities in Belgium.

89. One of the international crises that occurred between 1935-1941 was the Italian invasion of Ethiopia.

90. One of the causes of the Spanish-American war was the Spanish government's ultimatum demanding an end to U.S. meddling in Cuba.

91. During the 1920's studies were done which linked violence in movies to increased juvenile crime.

92. During the New Deal the Securities and Exchange Commission was set up to supervise the stock exchanges.

93. One of the factors that supported industrial growth during the period 1870-1910 was that most profits were re-invested in further growth.

94. Political bosses can make large sums of money through having inside information.

95. During the New Deal the Agricultural Adjustment Act was passed to reduce farm production.

96. At the time the U.S. entered World War II Germany controlled virtually all of continental Europe.

97. When the U.S. entered World War I, its forces were enough to turn the tide against Germany.

98. One of the shocks of the depression to many people was the loss of the life style to which they had been accustomed.

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